



2023

TP-151

Program Specification

— (Bachelor)

Program: **Bachelor of Arts in English Language**

Program Code (as per Saudi university ranking): **023102**

Qualification Level: **Bachelor's Degree**

Department: **English Language Department**

College: **College of Education**

Institution: **Majmaah University (MU)**

Program Specification: **New** **updated***

Last Review Date: **15/10/2023**



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A. Program Identification and General Information

1. Program's Main Location :

Majmaah City, Majmaah University, College of Education

2. Branches Offering the Program (if any):

N/A

3. Partnerships with other parties (if any) and the nature of each:

N/A

4. Professions/jobs for which students are qualified

The program prepares students for a wide range of language-related jobs:

- 1- Linguists and Applied Linguists
- 2- EFL Teachers
- 3- Translators
- 4- Journalists
- 5- Diplomats
- 6- Presenters
- 7- University Teaching Assistants
- 8- Language Counselors and Consultants, etc.

5. Relevant occupational/ Professional sectors:

Ministry of Education, Public/Private Universities, Scientific Research Institutions, Translation and Publishing Houses Communication and technology sector, Public Relations, Journalism.

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. N/A		
2. N/A		
3. N/A		
...		

7. Exit Points/Awarded Degree (if any):

exit points/awarded degree	Credit hours
1. N/A	
2. N/A	
3. N/A	

8. Total credit hours: (.....)



B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Offering high-quality education in the English language and its subfields, equipping students with the necessary educational and research skills to meet the demands of the job market and community services.

2. Program Goals:

- Maintaining quality education and implementing modern technologies in alignment with academic standards of excellence.
- Preparing specialized professionals in English language fields to thrive in the competitive job market.
- Fostering advanced research skills within the realm of English language studies.
- Equipping students with the skills to actively contribute to local community initiatives.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Describe/ outline the main tenets, principles, methods, and latest developments in the fields of English Linguistics, Literature, Translation and Research.
K2	Display adequate and effective knowledge of the four skills and grammar of English.

Skills

S1	Demonstrate an ability to use the English language effectively and communicatively (speaking, listening, reading and writing).
S2	Use critical, analytical and creative thinking skills in the contexts of language structure, meaning, function, and literary use.
S3	Write relevant reports, reflections, projects and research papers.
S4	Translate different scripts from English into Arabic and vice versa.

Values, Autonomy, and Responsibility





V1	Demonstrate self and career development strategies (developing team and inter-team, dependent, interdependent, communication and technology skills).
V2	Comply with relevant academic and professional ethics.

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





C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	5	10	6.9
	Elective	10	10	13.88
College Requirements	Required	1	2	1.38
	Elective	2	4	2.7
Program Requirements	Required	42	130	90.27
	Elective	0	0	0
Capstone Course/Project		1	2	1.38
Field Training/ Internship				
Residency year				
Others				
Total		49	132	%100

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

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENGL111	English Grammar and Writing Sentences 1	Required	-	3	Department
	ENGL112	Listening and Speaking 1	Required	-	3	Department
	ENGL113	Reading and Building Vocabulary 1	Required	-	3	Department
	ENGL114	Writing 1	Required	-	3	Department
Level 2	ENGL121	Communicative Grammar	Required	ENGL111	3	Department
	ENGL122	Practical Phonetics	Required	ENGL112	3	Department
	ENGL123	Reading & Building Vocabulary 2	Required	ENGL113	3	Department
	ENGL124	CALL	Required	-	3	
Level 3	ENGL211	Introduction to Literature	Required	-	3	Department
	ENGL212	Listening & Speaking 2	Required	ENGL112	3	Department
	ENGL213	Reading & Building Vocabulary 3	Required	ENGL123	3	Department
	ENGL214	Writing 2	Required	ENGL114	3	Department
	ENGL215	Introduction to Linguistics	Required	-	3	Department





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 4	ENGL221	Principles of Literary Criticism	Required	-	3	Department
	ENGL222	British Novel & Drama	Required	ENGL211	3	Department
	ENGL223	Collaborative Writing	Required	-	2	Department
	ENGL224	Introduction to Translation	Required	ENGL214	2	Department
	ENGL225	Second Language Acquisition	Required	-	3	Department
Level 5	ENGL311	American Novel & Drama	Required	ENGL211	3	Department
	ENGL312	Phonetics & Phonology	Required	ENGL122&ENGL212	3	Department
	ENGL313	Applied Linguistics	Required	ENGL215	3	Department
	ENGL314	Morphology	Required	ENGL215	3	Department
	ENGL315	Advanced Translation	Required	ENGL224	3	Department
	ENGL316	Language Learning Strategies	Required	ENGL225	2	Department
Level 6	ENGL321	Survey of English Poetry	Required	ENGL211	3	Department
	ENGL322	History of English Language	Required	-	2	Department
	ENGL323	Culture and Society	Required	-	2	Department
	ENGL324	Computer-aided Translation (CAT)	Required	ENGL215	3	Department
	ENGL325	Sociolinguistics	Required	ENGL215	3	Department
Level 7	ENGL411	Research Methods	Required	-	3	Department
	ENGL412	Semantics & Pragmatics	Required	ENGL215	3	Department
	ENGL413	Syntax	Required	ENGL215	3	Department
	ENGL414	Discourse Analysis	Required	ENGL314	3	Department
	ENGL415	Special Topics in Translation	Required	ENGL224	3	Department
	ENGL416	Eco-linguistics	Required	ENGL215	2	Department
Level 8	ENGL421	Advanced Literary Criticism	Required	ENGL221	2	Department
	ENGL422	Historical and Comparative Linguistics	Required	ENGL215	3	Department
	ENGL424	Language Evaluation & Assessment	Required	ENGL313	2	Department
	ENGL423	Language & Diplomacy	Required	ENGL215	2	Department
	ENGL425	Special Topics in Linguistics	Required	ENGL215	2	Department
	ENGL426	Language Teaching Strategies	Required	ENGL313,ENGL316	3	Department
	ENGL427	Psycholinguistics	Required	ENGL215	2	Department
	ENGL428	Graduation Project	Required	ENGL411	2	Department





* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[Course Specifications](#)

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (*I* = Introduced & *P* = Practiced & *M* = Mastered).

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	---	---	S1	S2	S3	S4	V1	V2	----
ENGL111		<i>I</i>			<i>I</i>					<i>I</i>	
ENGL112		<i>I</i>			<i>I</i>				<i>I</i>		
ENGL113		<i>I</i>			<i>I</i>					<i>I</i>	
ENGL114		<i>I</i>			<i>I</i>				<i>I</i>		
ENGL121		<i>I</i>			<i>I</i>				<i>I</i>	<i>I</i>	
ENGL122		<i>I</i>			<i>I</i>	<i>I</i>				<i>I</i>	
ENGL123		<i>I</i>			<i>P</i>					<i>P</i>	
ENGL124	<i>I</i>				<i>I</i>	<i>I</i>			<i>P</i>	<i>I</i>	
ENGL211	<i>I</i>				<i>I</i>	<i>I</i>			<i>I</i>		
ENGL212		<i>P</i>			<i>P</i>					<i>P</i>	
ENGL213		<i>I</i>			<i>I</i>	<i>I</i>			<i>I</i>		
ENGL214		<i>P</i>			<i>P</i>				<i>P</i>	<i>P</i>	
ENGL215	<i>I</i>				<i>I</i>	<i>I</i>				<i>I</i>	
ENGL221	<i>I</i>				<i>I</i>	<i>I</i>				<i>P</i>	
ENGL222	<i>I</i>					<i>I</i>	<i>I</i>			<i>P</i>	
ENGL223		<i>P</i>			<i>P</i>		<i>P</i>		<i>P</i>		
ENGL224	<i>I</i>					<i>I</i>		<i>I</i>		<i>P</i>	
ENGL225	<i>P</i>					<i>P</i>	<i>P</i>			<i>P</i>	
ENGL311	<i>I</i>					<i>P</i>	<i>P</i>		<i>M</i>		
ENGL312		<i>P</i>			<i>I</i>	<i>I</i>			<i>P</i>		
ENGL313	<i>I</i>				<i>M</i>	<i>P</i>			<i>P</i>		
ENGL314	<i>I</i>				<i>P</i>	<i>P</i>			<i>P</i>		
ENGL315	<i>P</i>				<i>P</i>			<i>P</i>	<i>P</i>		
ENGL316	<i>I</i>				<i>P</i>	<i>P</i>				<i>P</i>	
ENGL321	<i>P</i>				<i>P</i>	<i>M</i>				<i>M</i>	
ENGL322	<i>M</i>				<i>M</i>	<i>M</i>				<i>M</i>	
ENGL323	<i>P</i>				<i>I</i>	<i>I</i>			<i>P</i>		
ENGL324	<i>I</i>				<i>P</i>			<i>P</i>	<i>M</i>		





Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	---	---	S1	S2	S3	S4	V1	V2	----
ENGL325	I				I	M				P	
ENGL411	I					P	P		P	P	
ENGL412	M				M	M				M	
ENGL413	P				P	M				P	
ENGL414	I				P	M				P	
ENGL415	M				M			M		M	
ENGL416	P				P	M				M	
ENGL421	M				P	M	M			M	
ENGL422	M				M	M			P		
ENGL424	I				M	M				P	
ENGL423	P				P	M			P		
ENGL425	M				P	M			P		
ENGL426	M				M	M			M		
ENGL427	P				P	M				M	
ENGL428	M				M		M		M	M	

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

N/A

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

The program employs several teaching strategies and assessment methods to achieve learning outcomes. Here is a breakdown of the teaching strategies and assessment methods mentioned in the document:	
PLOs	K1. Describe/ outline the main tenets, principles, methods, and latest developments in the fields of English Linguistics, Literature, Translation and Research.
Teaching Strategy	<p>Several teaching and learning strategies can be employed to achieve the learning outcome of describing or outlining the central tenets, principles, methods, and most recent developments in the fields of English Linguistics, Literature, Translation, and Research. The department employs successful strategies including:</p> <ol style="list-style-type: none"> 1- Lectures and Presentations: The staff begins by delivering exhaustive lectures and presentations on each field, covering the fundamental tenets, principles, methods, and most recent advancements. They employ visual aids, examples, and practical applications to enhance comprehension and participation. 2- Interactive Discussions The faculty encourages interactive classroom discussions to promote critical thinking and a deeper understanding. They permit students to pose questions, share their perspectives, and participate in debates on the topics.





	<p>This strategy encourages active learning and facilitates a deeper comprehension of the topic.</p> <ol style="list-style-type: none"> 3- Assigning group assignments that require students to conduct research, analyze data, and present their findings. Collaborative learning enables students to work together, share ideas, and capitalize on one another's assets. Additionally, it fosters collaboration and problem-solving abilities. 4- Providing students with a variety of readings, including scholarly articles, research papers, literary works, and translations. Assigning reading assignments that necessitate critical reflection and analysis. Encourage pupils to communicate their thoughts and interpretations orally or in writing. <p>By combining these teaching and learning strategies, educators can create an engaging and comprehensive learning environment that enables students to describe and summarize the fundamental tenets, principles, methods, and most recent developments in the fields of English Linguistics, Literature, Translation, and Research.</p>
Assessment Method	<ol style="list-style-type: none"> 1- Multiple-Choice Questions (MCQs): MCQs are used as an assessment method, where students choose the correct answer from a set of options, testing their knowledge and understanding of the material. 2- Essay Questions: Students must write essays as an assessment method, allowing them to demonstrate their critical thinking, analysis, and writing skills. 3- Assignment: Asking students to answer some questions outside the lecture and present them to their instructors or uploading them on Blackboard.
PLOs	K2. Display adequate and effective knowledge of the four skills and grammar of English.
Teaching Strategy	<p>To achieve the learning outcome of displaying adequate and effective knowledge of the four skills (listening, speaking, reading, writing) and grammar of English, the following teaching and learning strategies can be employed:</p> <ol style="list-style-type: none"> 1- Integrated Approach: Creating lessons that incorporate all four language abilities (listening, speaking, reading, and writing) as well as grammar. Providing students with opportunities to practice and implement their knowledge in a variety of contexts promotes a well-rounded understanding of English language skills. 2- Engaging students in communicative activities that require them to actively use the target language. These activities may consist of role-playing, group discussions, debates, information-gap tasks, and problem-solving tasks. These activities foster the growth of speaking and listening abilities while incorporating grammar usage. 3- Skill Application: Providing a variety of (listening, speaking, reading, and writing) activities that expose students to various English accents, speeds, and genres and require them to express their thoughts. Developing listening comprehension by utilizing audio recordings, videos, and online resources. Including activities that emphasize understanding of key concepts, particulars, and inference. Providing writing assignments that emphasize various genres, including essays, reports, emails, and correspondence. Facilitating the writing process for pupils, including pre-writing activities, drafting, editing, and revising. Providing feedback on usage of grammar, organization, coherence, and expression clarity.
Assessment Method	<p>To assess the learning outcome of displaying adequate and effective knowledge of the four skills (listening, speaking, reading, writing) and grammar of English, a variety of assessment methods can be utilized. Here are some effective assessment methods:</p> <ol style="list-style-type: none"> 1- Written Examinations: Conduct written examinations that assess students' knowledge of grammar rules, vocabulary usage, and comprehension skills. Include sections that test reading comprehension, grammar usage, and writing skills. Use a combination of multiple-choice questions, fill-in-the-blanks, sentence transformations, and essay questions to evaluate students' understanding and application of grammar and language skills.





	<p>2- Oral Presentations and Interviews: Assign oral presentations or conduct interviews where students showcase their speaking skills, fluency, and ability to express ideas coherently. Assess their pronunciation, grammar usage, vocabulary, and ability to convey information effectively. Provide feedback on their language accuracy, organization, and fluency.</p> <p>3- Listening Comprehension Tasks: Design listening comprehension tasks that assess students' ability to understand spoken English in various contexts. Use audio recordings, podcasts, or videos with accompanying questions that test their listening comprehension, inference skills, and ability to extract specific information. Evaluate their understanding of vocabulary, grammar structures, and overall comprehension.</p> <p>4- Reading Comprehension Assessments: Administer reading comprehension assessments that evaluate students' ability to understand written English texts. Include multiple-choice questions, short-answer questions, and essay prompts that assess their comprehension, analysis of the text, and vocabulary knowledge. Evaluate their ability to identify main ideas, supporting details, and infer meaning from the text.</p> <p>5- Writing Assignments: Assign writing tasks that require students to demonstrate their grammatical accuracy, vocabulary usage, coherence, and organization. Assess their ability to write essays, reports, letters, or other written forms with attention to grammar, sentence structure, punctuation, and overall clarity of expression. Provide feedback on grammar errors, clarity of ideas, and effective use of language conventions.</p>
PLOs	S1. Demonstrate an ability to use the English language effectively and communicatively (speaking, listening, reading and writing).
Teaching Strategy	<p>To achieve the learning outcome of demonstrating an ability to use the English language effectively and communicatively in speaking, listening, reading, and writing, the following teaching and learning strategies can be employed:</p> <ol style="list-style-type: none"> 1- Interactive class discussions and debates: To promote critical thinking, collaboration, and the exchange of ideas, this technique entails enabling dynamic and participatory discussions and debates among students. 2- Supervised problem-solving: Instructors guide Students through problem-solving exercises, offering support and assistance as necessary and fostering analytical and problem-solving abilities. 3- Role-play scenarios: Students can actively engage with the subject matter by assuming multiple roles or views through role-playing activities, so boosting their learning and empathy. <p>By implementing these teaching and learning strategies, educators can create an engaging and dynamic learning environment that supports students in demonstrating effective and communicative use of the English language across all four language skills (speaking, listening, reading, and writing).</p>
Assessment Method	<p>To assess the learning outcome of demonstrating an ability to use the English language effectively and communicatively in speaking, listening, reading, and writing, a variety of assessment methods can be employed. Here are some effective assessment methods:</p> <ol style="list-style-type: none"> 1- Speaking Assessments: <ul style="list-style-type: none"> • Individual Presentations: Assign individual presentations where students demonstrate their ability to express ideas clearly, organize thoughts, and deliver a coherent and engaging speech.





	<ul style="list-style-type: none"> • Role-plays: Conduct role-play activities where students engage in simulated conversations or situations, showcasing their ability to communicate effectively, respond appropriately, and use language in context. • Group Discussions: Organize group discussions or debates on specific topics, assessing students' ability to participate actively, express opinions, support arguments, and engage in meaningful dialogue. <p>2- Listening Assessments:</p> <ul style="list-style-type: none"> • Comprehension Tasks: Administer listening comprehension tasks that assess students' ability to understand spoken English in various contexts. Use audio recordings, podcasts, or videos with accompanying questions to evaluate their comprehension, inferential skills, and ability to extract specific information. • Note-taking Exercises: Assign listening activities that require students to take notes while listening to a lecture, presentation, or conversation. Evaluate their comprehension and ability to capture key points accurately. <p>3- Reading Assessments:</p> <ul style="list-style-type: none"> • Comprehension Questions: Design reading comprehension assessments that evaluate students' understanding of written English texts. Include multiple-choice questions, short-answer questions, and essay prompts to assess their comprehension, analysis of the text, and ability to extract information accurately. • Text Analysis: Assign tasks that require students to analyze and interpret texts, such as identifying main ideas, supporting details, author's purpose, tone, and bias. Evaluate their ability to critically analyze written material and draw conclusions. <p>4- Writing Assessments:</p> <ul style="list-style-type: none"> • Essays and Reports: Assign essay or report writing tasks that assess students' ability to express ideas coherently, organize arguments logically, and demonstrate effective use of language conventions. Evaluate their grammar usage, vocabulary, sentence structure, clarity of expression, and overall writing proficiency. • Creative Writing: Encourage students to engage in creative writing activities, such as storytelling, poetry, or descriptive writing. Assess their ability to use language creatively, employ literary devices, and convey emotions or imagery effectively. <p>It is important to use a combination of these assessment methods to obtain a comprehensive evaluation of students' ability to use the English language effectively and communicatively across all four language skills (speaking, listening, reading, and writing). Assessments should align with the learning outcomes, provide clear criteria for evaluation, and offer constructive feedback to guide students' language development.</p>
PLOs	S2. Use critical, analytical and creative thinking skills in the contexts of language structure, meaning, function, and literary use.
Teaching Strategy	<p>To achieve the learning outcome of using critical, analytical, and creative thinking skills in the contexts of language structure, meaning, function, and literary use, the following teaching and learning strategies can be employed:</p> <ol style="list-style-type: none"> 1- Lectures and Presentations: The staff members begin by providing comprehensive lectures and presentations on each field, covering the main tenets, principles, methods, and latest developments. They use visual aids, examples, and real-world applications to enhance understanding and engagement. 2- Discussions: Engage students in discussions that promote critical thinking and analysis. Pose open-ended questions that challenge students to think deeply about language structures, meanings, functions, and literary devices. Encourage students to provide evidence and reasoning to support their ideas and engage in respectful dialogue with their peers.





	<p>3- Literary Analysis: Introduce students to various forms of literature, such as poems, short stories, novels, and plays. Teach them literary analysis techniques, including identifying literary devices, analyzing character development, examining themes, and interpreting symbolism. Guide students in critically analyzing and interpreting literary works using evidence from the text.</p> <p>4- Comparative Analysis: Encourage students to compare and contrast different language structures, meanings, functions, or literary works. Assign tasks that require them to analyze similarities, differences, patterns, and relationships. Foster discussions and written reflections that engage students in analytical thinking and encourage them to identify underlying principles or themes.</p> <p>5- Reflective Writing: Promote reflective thinking through writing activities. Assign reflective essays or journal entries where students can articulate their thoughts, ideas, and insights about language structures, meanings, functions, or literary works. Encourage them to critically analyze their own learning process and experiences.</p> <p>By implementing these teaching and learning strategies, educators can create an environment that promotes critical, analytical, and creative thinking skills in the contexts of language structure, meaning, function, and literary use. Students will develop the ability to analyze, evaluate, and think critically about language-related concepts, fostering a deeper understanding and appreciation of the complexities and nuances of language.</p>
<p>Assessment Method</p>	<p>To assess the learning outcome of using critical, analytical, and creative thinking skills in the contexts of language structure, meaning, function, and literary use, a variety of assessment methods can be employed. Here are some effective assessment methods:</p> <p>1- Written Assignments:</p> <ul style="list-style-type: none"> • Analytical Essays: Assign essays that require students to analyze and evaluate language structures, meanings, functions, or literary works. Assess their ability to critically examine the chosen topic, provide evidence and reasoning to support their arguments, and demonstrate a deep understanding of the concepts. • Literary Analysis Papers: Ask students to write papers analyzing literary works, including the identification and interpretation of literary devices, themes, and character development. Evaluate their ability to apply critical and analytical thinking skills to literary analysis. <p>2- Presentations:</p> <ul style="list-style-type: none"> • Oral Presentations: Assign presentations where students analyze and discuss language structures, meanings, functions, or literary works. Evaluate their ability to articulate their ideas clearly, provide evidence to support their analysis, and engage the audience with their critical insights. • Multimedia Presentations: Allow students to create multimedia presentations, incorporating visual aids, audio clips, or video excerpts to enhance their analysis of language-related concepts. Assess their ability to effectively communicate their critical thinking in a multimedia format. <p>3- Examinations:</p> <ul style="list-style-type: none"> • Essay Questions: Include essay questions on exams that require students to critically analyze and evaluate language structures, meanings, functions, or literary works. Assess their ability to demonstrate a deep understanding of the concepts, provide well-reasoned arguments, and support their analysis with evidence. • Short Answer Questions: Use short answer questions that assess students' ability to apply critical and analytical thinking skills to specific language-related scenarios. Evaluate their ability to analyze language structures, meanings, functions, or literary devices and provide concise and well-supported responses. <p>4- Group Projects:</p>





	<ul style="list-style-type: none"> • Collaborative Analysis: Assign group projects that require students to work together to analyze and evaluate language-related concepts. Evaluate their ability to engage in critical and analytical thinking collectively, collaborate effectively, and present their findings coherently. • Problem-Solving Tasks: Present groups with language-related problems or challenges and assess their ability to apply critical and analytical thinking skills to propose creative solutions. Evaluate their ability to think critically, evaluate multiple perspectives, and justify their proposed solutions. <p>It is important to use a combination of these assessment methods to obtain a comprehensive evaluation of students' ability to use critical, analytical, and creative thinking skills in the contexts of language structure, meaning, function, and literary use. Assessments should align with the learning outcomes, provide clear criteria for evaluation, and offer constructive feedback to guide students' thinking and skill development.</p>
PLOs	S3. Write relevant reports, reflections, projects and research papers.
Teaching Strategy	<p>To achieve the learning outcome of writing relevant reports, reflections, projects, and research papers, the following teaching and learning strategies can be employed:</p> <ol style="list-style-type: none"> 1- Research Skills Development: Teach students research skills, including how to gather relevant information, evaluate sources, and integrate research effectively into their writing. Provide guidance on conducting literature reviews, citing sources properly, and using appropriate referencing styles. Help students develop critical thinking skills to analyze and synthesize information from various sources. 2- Writing Workshops: Conduct writing workshops where students have the opportunity to practice and receive feedback on their writing. Offer mini-lessons on specific writing techniques, grammar and punctuation rules, and effective use of language. Provide structured writing activities and exercises that target specific skills or aspects of writing relevant reports, reflections, projects, and research papers.
Assessment Method	<p>To assess the learning outcome of writing relevant reports, reflections, projects, and research papers, a variety of assessment methods can be used. Here are some effective assessment methods:</p> <ol style="list-style-type: none"> 1- Written Assignments: <ul style="list-style-type: none"> • Reports: Assign students to write reports on specific topics or issues. Assess their ability to gather relevant information, present clear and organized content, and effectively communicate their findings in a structured report format. • Reflections: Request students to write reflective pieces that demonstrate their ability to critically analyze their learning experiences, insights gained, and personal growth. Evaluate their capacity to connect theory to practice, articulate their thoughts coherently, and provide thoughtful reflections. • Projects: Assign project-based assessments that require students to apply their knowledge and skills to real-world scenarios. Assess their ability to plan, execute, and present a project that addresses a specific problem or objective, demonstrating relevance and creativity. • Research Papers: Assign research papers that require students to conduct in-depth research on a topic, analyze and synthesize information from various sources, and present their findings coherently. Evaluate their ability to use appropriate research methods, critically evaluate sources, and effectively communicate their research through a well-structured paper. 2- Presentations: <ul style="list-style-type: none"> • Oral Presentations: Assign students to deliver oral presentations on their reports, projects, or research papers. Assess their ability to effectively communicate their





	<p>ideas, present relevant information, engage the audience, and respond to questions or feedback.</p> <ul style="list-style-type: none"> • Multimedia Presentations: Allow students to create multimedia presentations that accompany their written work. Evaluate their ability to use visual aids, audio or video clips, and other multimedia elements to enhance the relevance and impact of their presentations. <p>3- Research Proposal or Plan:</p> <ul style="list-style-type: none"> • Request students to develop a research proposal or plan for a specific topic. Assess their ability to identify a research question or problem, outline the research methodology, and justify the relevance and significance of their proposed research. <p>It is important to use a combination of these assessment methods to obtain a comprehensive evaluation of students' ability to write relevant reports, reflections, projects, and research papers. Assessments should align with the learning outcomes, provide clear criteria for evaluation, and offer constructive feedback that guides students' writing development.</p>
PLOs	S4. Translate different scripts from English into Arabic and vice versa.
Teaching Strategy	<p>To achieve the learning outcome of translating different scripts from English into Arabic and vice versa, the following teaching and learning strategies can be employed:</p> <ol style="list-style-type: none"> 1- Vocabulary Building: Focus on vocabulary development in both English and Arabic. Teach students key terminology and vocabulary specific to various contexts and subjects, such as business, science, technology, or literature. Provide vocabulary lists, flashcards, and interactive exercises to help students expand their vocabulary in both languages. 2- Grammar and Syntax: Teach the grammar rules and syntax of both English and Arabic. Highlight the similarities and differences between the two languages, particularly in terms of sentence structure, verb conjugation, tenses, and word order. Provide clear explanations, examples, and practice exercises to reinforce the grammatical concepts. 3- Translation Techniques: Introduce students to various translation techniques and strategies. Teach them how to analyze the source text, understand its meaning, and convey the equivalent meaning in the target language. Explore strategies such as literal translation, idiomatic translation, cultural adaptation, and maintaining the intended tone and style of the original text. 4- Contextual Understanding: Emphasize the importance of understanding the context of the text being translated. Teach students to consider the purpose, audience, and cultural nuances of the original text and how to effectively convey those elements in the translated version. Encourage critical thinking and analysis to ensure accurate and culturally appropriate translations. 5- Translation Practice: Offer regular translation practice exercises and assignments. Provide a variety of texts representing different genres, styles, and registers. Assign translations from English into Arabic and vice versa, allowing students to practice their translation skills in both directions. Provide feedback and guidance to help students improve their accuracy, fluency, and cultural appropriateness in translation. 6- Technology-Assisted Translation: Introduce students to translation tools and technology, such as online dictionaries, translation software, and CAT (Computer-Assisted Translation) tools. Teach them how to effectively use these resources to aid their translation process while maintaining the accuracy and quality of their work.
Assessment Method	<p>To assess the learning outcome of translating different scripts from English into Arabic and vice versa, various assessment methods can be employed. These methods focus on evaluating students' translation skills, language proficiency, cultural understanding, and ability to convey meaning accurately. Here are some effective assessment methods:</p>





	<p>1- Translation Assignments:</p> <ul style="list-style-type: none"> • Written Translation: Assign students written translation tasks where they are required to translate a given text from English into Arabic or vice versa. Assess their accuracy, fluency, and ability to convey the meaning of the original text while considering the cultural nuances and maintaining appropriate language conventions. • Sight Translation: Provide students with a short text in one language and ask them to orally translate it on the spot. Evaluate their ability to quickly comprehend the text, accurately convey the meaning, and demonstrate fluency in both languages. <p>2- Comparative Analysis:</p> <ul style="list-style-type: none"> • Comparative Translation: Assign students to compare and analyze multiple translations of the same text. Evaluate their ability to identify differences in translation choices, justify their own translation decisions, and assess the effectiveness of different approaches. • Error Analysis: Analyze students' translated texts and identify common errors or areas of improvement. Provide feedback on their linguistic accuracy, cultural appropriateness, and adherence to translation principles. <p>3- Language Proficiency Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension: Test students' reading comprehension skills by providing texts in English or Arabic and asking them questions to assess their understanding of the content. • Writing Proficiency: Assess students' writing skills in English and Arabic through tasks such as essay writing or responding to prompts. Evaluate their grammar, vocabulary usage, sentence structure, and overall coherence. <p>4- Cultural Competence Assessment:</p> <ul style="list-style-type: none"> • Cultural Adaptation: Assess students' ability to adapt translations to the cultural context of the target language. Evaluate their understanding of cultural nuances, idiomatic expressions, and conventions specific to English and Arabic. • Cultural Sensitivity: Evaluate students' translations for cultural sensitivity and appropriateness. Assess their awareness of cultural differences and their ability to avoid mistranslations or offensive language. <p>5- Translation Exams:</p> <ul style="list-style-type: none"> • Conduct translation exams that assess students' translation skills, language proficiency, and cultural understanding. These exams can consist of written, oral, or a combination of both types of translation tasks.
PLOs	V1. Demonstrate self and career development strategies (developing team and inter-team, dependent, interdependent, communication and technology skills).
Teaching Strategy	<p>To achieve the learning outcome of demonstrating self and career development strategies, including the development of team and inter-team, dependent, interdependent, communication, and technology skills, the following teaching and learning strategies can be employed:</p> <p>1- Self-Assessment and Reflection:</p> <ul style="list-style-type: none"> • Encourage students to engage in self-assessment activities to identify their strengths, weaknesses, and areas for growth. • Teach students how to reflect on their own skills, interests, values, and goals to develop a clear understanding of their personal and career aspirations.



	<ul style="list-style-type: none"> • Provide guidance on self-assessment tools, such as personality assessments, skills inventories, or interest surveys, to help students gain insights into their abilities and preferences. <p>2- Goal Setting and Action Planning:</p> <ul style="list-style-type: none"> • Teach students how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align with their career aspirations and personal development needs. • Guide students in creating action plans that outline the steps they need to take to achieve their goals. • Help students break down their goals into manageable tasks and set milestones to track their progress. <p>3- Teamwork and Collaboration:</p> <ul style="list-style-type: none"> • Foster a collaborative learning environment where students engage in team projects, group discussions, and cooperative activities. • Teach students effective teamwork skills, such as active listening, conflict resolution, problem-solving, and decision-making. • Provide opportunities for students to work in diverse teams to develop their interpersonal and intercultural communication skills. <p>4- Communication Skills:</p> <ul style="list-style-type: none"> • Emphasize the importance of effective communication in personal and professional contexts. • Teach students verbal and nonverbal communication techniques, active listening, assertiveness, and clarity in expressing ideas. • Engage students in role-playing activities, presentations, and public speaking exercises to practice and improve their communication skills. <p>5- Technology Skills:</p> <ul style="list-style-type: none"> • Integrate technology into the teaching and learning process to develop students' digital literacy and technological competence. • Teach students how to use relevant software, tools, and platforms for communication, collaboration, data analysis, and problem-solving. • Provide hands-on exercises and projects that require students to apply technology skills in real-world scenarios.
<p>Assessment Method</p>	<p>To assess the learning outcome of demonstrating self and career development strategies, including the development of team and inter-team, dependent, interdependent, communication, and technology skills, a variety of assessment methods can be employed. These methods focus on evaluating students' abilities to apply strategies, demonstrate skills, and showcase their growth in these areas. Here are some effective assessment methods:</p> <p>1- Self-Assessment and Reflection:</p> <ul style="list-style-type: none"> • Self-Reflection Essays: Ask students to write reflective essays on their personal and career development journey, highlighting the strategies they have used and the skills they have developed. Assess their ability to analyze their progress, identify strengths and weaknesses, and set goals for improvement. • Self-Assessment Rubrics: Provide students with self-assessment rubrics that outline the desired skills and behaviors related to self and career development. Ask them to evaluate their own performance using the rubrics and provide supporting evidence for their self-assessment. <p>2- Teamwork and Collaboration:</p>



	<ul style="list-style-type: none"> • Group Projects: Assign students to work in teams on projects that require collaboration, communication, and problem-solving. Assess their ability to contribute effectively within a team, communicate ideas clearly, resolve conflicts, and achieve desired outcomes. • Peer Evaluation: Incorporate peer evaluation components where students assess their teammates' contributions to the team project. Provide clear assessment criteria and rubrics to guide their evaluations. Assess their ability to provide constructive feedback and evaluate team dynamics. <p>3- Communication Skills:</p> <ul style="list-style-type: none"> • Presentations: Ask students to deliver presentations on topics related to self and career development. Evaluate their ability to organize their thoughts, deliver clear and coherent presentations, engage the audience, and effectively communicate their ideas. • Written Communication: Assess students' written communication skills through assignments such as professional emails, reports, or memos. Evaluate their ability to convey information concisely, use appropriate language and tone, and demonstrate effective writing skills. • Role-Play or Simulations: Engage students in role-playing activities or simulations where they demonstrate their communication skills in real-world scenarios. Assess their ability to adapt their communication style, actively listen, ask relevant questions, and respond appropriately. <p>4- Technology Skills:</p> <ul style="list-style-type: none"> • Technology-based Projects: Assign student's projects that require the use of technology tools, software, or platforms relevant to their career fields. Evaluate their ability to effectively use technology to accomplish tasks, demonstrate digital literacy, and leverage technology for communication and problem-solving. • Digital Portfolios or Websites: Request students to create digital portfolios or websites that showcase their technological skills and demonstrate their ability to present information in an online format. Assess the quality and functionality of their digital portfolios or websites. <p>5- Capstone Projects or Presentations:</p> <ul style="list-style-type: none"> • Assign capstone projects or presentations where students demonstrate their comprehensive understanding and application of self and career development strategies. Evaluate their ability to integrate various skills, strategies, and concepts into a cohesive project or presentation.
PLOs	V2. Comply with relevant academic and professional ethics.
Teaching Strategy	<p>To achieve the learning outcome of complying with relevant academic and professional ethics, the following teaching and learning strategies can be employed:</p> <p>1- Introduction to Ethics:</p> <ul style="list-style-type: none"> • Provide an introduction to the concept of ethics, including academic and professional ethics, and their importance in various fields. • Discuss the ethical principles and values that guide academic and professional conduct, such as honesty, integrity, fairness, respect, and responsibility. <p>2- Case Studies and Scenarios:</p> <ul style="list-style-type: none"> • Present students with case studies and scenarios that require them to analyze ethical dilemmas and make decisions based on ethical principles. • Engage students in discussions to explore different perspectives, evaluate potential consequences, and develop strategies for ethical decision-making.





	<p>3- Research and Case Analysis:</p> <ul style="list-style-type: none"> Assign research projects or case analyses that require students to examine ethical issues in their chosen field or discipline. Ask students to analyze real or hypothetical cases, identify ethical concerns, and propose appropriate solutions or actions based on ethical principles.
Assessment Method	<p>To assess the learning outcome of complying with relevant academic and professional ethics, several assessment methods can be employed. These methods focus on evaluating students' understanding of ethical principles, their ability to apply them in various contexts, and their adherence to ethical standards. Here are some effective assessment methods:</p> <p>1- Ethical Scenarios and Case Studies:</p> <ul style="list-style-type: none"> Present students with ethical scenarios or case studies that require them to analyze the situation, identify ethical issues, and propose appropriate actions based on ethical principles. Assess their ability to recognize ethical dilemmas, critically evaluate options, and justify their decisions in alignment with relevant academic and professional ethics. <p>2- Research Papers or Projects:</p> <ul style="list-style-type: none"> Assign research papers or projects that require students to explore ethical issues in their chosen field or discipline. Assess their ability to conduct ethical research, analyze complex ethical problems, and propose solutions or recommendations grounded in ethical principles.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

Learning Outcomes	Direct Method	Indirect Method
<p>K1. Describe/ outline the main tenets, principles, methods and latest developments in the fields of English Linguistics, Literature, Translation and Research.</p> <p>K2. Display adequate and effective knowledge of the four skills and grammar of English.</p>	<p>Midterm Exams Quizzes Final Exams Assignments</p>	<p>Program Evaluation Survey Student Experience Survey Class discussions Group work</p>
<p>S1. Demonstrate an ability to use the English language effectively and communicatively (speaking, listening, reading and writing).</p> <p>S2. Use critical, analytical and creative thinking skills in the contexts of language structure, meaning, function, and literary use</p> <p>S3. Write relevant reports, reflections, projects and research papers</p> <p>S4. Translate different scripts from English into Arabic and vice versa.</p>	<p>Midterm Exams Quizzes Final Exams Assignments</p>	<p>Program Evaluation Survey Student Experience Survey</p>





<p>V1. Demonstrate self and career development strategies (developing team and inter-team, dependent, interdependent, communication and technology skills). V2. Comply with relevant academic and professional ethics.</p>	<p>Assignments (group word/individual work) Presentation (group word/individual work)</p>	<p>Program Evaluation Survey Student Experience Survey</p>
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D. Student Admission and Support:

1. Student Admission Requirements

1. The number of enrollments is determined by the Deanship of Registration and Admission according to the suggestions of the academic board at the department.
2. Selection of admitted students will be according to their accumulative grade of secondary certificate and other standardized tests.
3. Holders of general secondary certificates or its equivalents within the last five years are admitted to English Language Program.
4. Students must be of good conduct and physically fit.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

For new students, elaborate information is available on the University website. Senior students arrange a stall or information desk for the new entrants. Brochures and leaflets are distributed for the publicity of the program. A particular unit for the counseling of new students has been set up in the college, where the student advisor is always available to guide the students. At the commencement of the new semester, a special meeting is arranged by the academic counselors with the new students in which they are given complete orientation of the new program. The rules and regulations explained that the students have to follow for successful completion of the program.

3. Student Counseling Services

(Academic, professional, psychological, and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

Students' counseling is a regular feature of the program. The students can get all information from the Students' Advisor office about the credit hours, contact hours, faculty members, course books, rules and regulations of attendance, and transfer procedures. Special attention is given to students' motivation, stress management, and every help if any student is psychologically upset. The counselors have been directed to hold special meetings with the students who have any physical or psychological issues. The students who fall short of attendance are immediately informed and a message is sent by the advisor to see him. A scuffle between the students and the faculty members is amicably resolved. Besides, there is an arrangement for career counseling as well. The students are advised to pursue a career according to their aptitude. A team of the college remains in contact with the job





market and the students who successfully complete the program are guides in pursuits of jobs and further education abroad. Efforts are made for the placement of graduates in public and private sectors.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

There is an arrangement for monitoring and helping the low achievers. The faculty members are directed to discuss the matter with such students and identify the causes for the low performance of the students. They are asked to consult the respective teacher in office hours for extra support.

Disabled are given special privileges as admissible under rules. If there is a problem or grievance, it is resolved as early as possible.

Gifted and talented students are given all the facilities for utilizing their talent for community service. Special awards, rewards and shield are given to encourage them to continue their extra ordinary performance.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	English	Applied Linguistics				0
Associate Professor	English	Applied Linguistics/ TESOL		8	1	9
Assistant Professor	English	Literature/Translation		7	6	13
Lecturer	English	Literature/Applied Linguistics/ Translation		7	17	24
Teaching Assistant	English	General English		0	0	0
Technicians and Laboratory Assistant	Computer programing and maintenance	Programing		1	1	2
Administrative and Supportive Staff	-	-		2	2	4



Others (specify)

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F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

At department level, a quality unit has been established to monitor all the quality documentations. For research, SDL (Saudi Digital Library) is also synched with the University website offering a huge material in the form of books and articles throughout the world. The Central library provides a very comfortable study environment with its myriads of books and web-based materials through computers.

The University has provided high-speed internet facility to have an access to the teaching and learning materials all the world over. Recently, a new Learning Management System (LMS) – Blackboard – has been launched to enable the faculty members to upload the learning materials, tests and assignments for the students to tap from these resources. In addition, the following learning resources are utilized too:

- Textbooks: Textbooks are a fundamental learning resource for students. They provide structured content and are typically written by subject matter experts. Textbooks cover a wide range of topics and are designed to provide a solid foundation of knowledge in a particular subject. They often include exercises, examples, and case studies to enhance understanding.
- References: References complement textbooks and offer additional depth and breadth of knowledge. These resources can include academic journals, research papers, scholarly articles, and conference proceedings. References are valuable for students who want to explore specific topics in more detail or stay updated with the latest research and developments in their field.
- E-learning resources: E-learning resources are digital materials designed to support online learning. These resources can include multimedia content such as videos, interactive modules, simulations, and quizzes. E-learning resources are often accessible through learning management systems (LMS) or online platforms. They provide flexibility and convenience for students to learn at their own pace, engage with interactive content, and reinforce their understanding through self-assessment.
- Web-based resources: The internet offers a vast array of web-based resources that can enhance the learning experience. These resources include educational websites, online encyclopedias, digital libraries, open educational resources (OERs), and subject-specific databases. Web-based resources provide students with access to a wealth of information, allowing them to explore diverse perspectives, gather data, and conduct research.
- Digital libraries and archives: Digital libraries and archives offer a wealth of resources, including books, journals, manuscripts, historical documents, and multimedia content. These resources can be accessed online and are particularly useful for research-intensive programs or projects that require extensive background information or historical context.



- Smartboards: Using Smartboards in our classes offers numerous benefits to both teachers and students. Smartboards provide an interactive and dynamic learning environment where teachers can engage students through multimedia presentations, interactive lessons, and real-time collaboration. With the ability to display visual aids, videos, and interactive learning materials, Smartboards make complex concepts more accessible and engaging. Students can actively participate in the learning process by interacting directly with the Smartboard, solving problems, and manipulating digital content. The integration of Smartboards enhances student engagement, promotes interactive learning, and fosters a more dynamic and immersive classroom experience.
- Computer Lab: The availability of a computer lab in our department provides students with a dedicated space for hands-on learning and practical application of their knowledge. The computer lab is equipped with the necessary hardware, software, and internet access to support a wide range of academic activities. Students can utilize the lab for programming, data analysis, simulations, research, and collaborative projects. The lab environment facilitates the exploration of complex concepts, encourages critical thinking, and enhances problem-solving skills. Additionally, the computer lab allows students to access specialized software and tools that may not be readily available on personal devices, enabling them to gain proficiency in industry-relevant technologies. Overall, the computer lab plays a vital role in equipping students with the practical skills and technological competencies necessary for their academic and professional success.
- Online forums and communities: Online forums and communities provide an avenue for students to engage in discussions and collaborate with peers and experts. Platforms such as discussion boards, social media groups, and virtual study groups allow students to share ideas, ask questions, and seek clarification on challenging concepts. Participating in online communities can foster a sense of belonging, promote collaborative learning, and provide additional support outside the classroom.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

1. The department library is there to cater to immediate learning needs.
2. Central library with a massive resource of books and web-based materials
3. Three computer/language labs are available with all audio and visual facilities.
4. A medical unit is available on the premises of the University for first aid and emergencies.
5. Classrooms are spacious, airy, well-lit, and well-equipped with all the necessary facilities like chairs, tables, speakers, projectors, etc.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

Creating a healthy and safe learning environment in college is essential for the well-being and academic success of students. Here are some procedures that can help ensure such an environment:

- All classrooms and labs are fully equipped with air conditioning: In our department, all classrooms and labs are fully equipped with air conditioning, providing a comfortable and conducive learning environment for students and researchers. The inclusion of air conditioning systems ensures that temperature and humidity are maintained at optimal levels, allowing students to focus and concentrate on their studies without the distraction of extreme heat or discomfort. The controlled climate also helps preserve sensitive equipment and materials in the labs, ensuring their functionality and longevity. By creating a pleasant atmosphere, the air conditioning systems contribute to an enhanced learning experience, promoting productivity and overall





well-being. Whether it's a lecture, a group discussion, or a practical experiment, students can engage in their academic pursuits with the assurance of a comfortable and efficient learning environment.

- Fire alarms are installed everywhere in the department: Ensuring the safety of everyone within the department, fire alarms have been installed throughout the premises. These fire alarm systems are strategically placed in various areas, including classrooms, labs, hallways, and common spaces. The installation of fire alarms serves as an essential precautionary measure, providing early detection and warning in the event of a fire emergency. Equipped with sensors, the alarms are designed to detect smoke or rapid changes in temperature, promptly alerting occupants to potential dangers. This enables swift evacuation and the implementation of appropriate fire safety procedures. By having fire alarms installed everywhere, the department demonstrates a strong commitment to the well-being and security of its students, staff, and visitors, ensuring a safe learning and working environment for all.
- Guidelines and lighted stickers are hung everywhere: To promote safety and provide clear guidance within the department, guidelines and lighted stickers are prominently hung throughout the premises. These visual aids serve as important navigational tools, helping individuals navigate the various areas of the department easily. The guidelines are strategically placed to indicate directions, emergency exits, restrooms, common areas, and other important facilities. Additionally, lighted stickers are installed in areas that may require special attention, such as staircases, emergency exits, and hazardous zones. These stickers are designed to be easily visible, even in low-light conditions, ensuring that individuals can quickly identify and locate important safety features. By implementing these guidelines and lighted stickers, the department prioritizes the safety and well-being of its occupants, enhancing overall awareness and preparedness in case of emergencies.
- Monitoring cameras are available: Monitoring cameras are available throughout the department, contributing to enhanced security and safety measures. These cameras are strategically placed in key areas such as entrances, hallways, labs, and common spaces to provide surveillance coverage. The presence of monitoring cameras acts as a deterrent to potential unauthorized activities and helps in deterring theft, vandalism, and other security concerns. In the event of an incident, the cameras can provide valuable visual evidence that can aid in investigations and maintaining a secure environment. The availability of monitoring cameras instills a sense of confidence among students, staff, and visitors, knowing that their safety is being monitored and protected. The department's commitment to utilizing monitoring cameras showcases its dedication to maintaining a secure and well-protected learning and working environment.
- Fire evacuation policy and fire drills: The department has a robust fire evacuation policy in place to ensure the safety of all individuals in the event of a fire emergency. This policy outlines clear procedures for immediate response and evacuation. Regular fire drills are conducted to familiarize everyone with the evacuation routes, assembly points, and emergency protocols. These drills simulate real-life scenarios and provide valuable practice, enabling individuals to respond swiftly and calmly in case of a fire. During fire drills, alarms are activated, and individuals are guided to follow the designated evacuation routes to reach safe assembly points. The department's commitment to regular fire drills and a comprehensive evacuation policy demonstrates its dedication to prioritizing the well-being and safety of all occupants. By staying proactive and prepared, the department ensures that individuals are equipped with the necessary knowledge and skills to respond effectively in case of a fire emergency.
- Emergency plan: The department has a well-defined emergency plan in place to address a wide range of potential emergencies and ensure the safety and well-being of all individuals. The emergency plan encompasses various scenarios, including but not limited to fires, natural disasters, medical emergencies, and security incidents. It outlines clear protocols for immediate response, communication, and evacuation procedures. The plan designates specific roles and responsibilities to individuals, ensuring a coordinated and efficient response in times of crisis. Regular training sessions and drills are conducted to familiarize everyone with the emergency plan, enabling individuals to respond effectively and swiftly during an emergency. The department's comprehensive emergency plan reflects its commitment to maintaining a secure and



protected environment, emphasizing the safety and welfare of all occupants. By having a well-prepared and practiced emergency plan, the department can mitigate risks, minimize potential harm, and provide a sense of security to everyone within its premises.

- **Emergency exit:** Emergency exits are strategically located throughout the department, providing safe and accessible routes for evacuation in case of emergencies. These exits are clearly marked with illuminated signs and are designed to allow for quick and efficient evacuation. The emergency exit doors are equipped with panic bars or other easy-to-operate mechanisms, ensuring that individuals can exit the building swiftly and without hindrance. Regular maintenance and inspections are conducted to ensure that the emergency exits are always functional and unobstructed. The department prioritizes the importance of clear and well-maintained emergency exits to ensure the safety of all occupants, enabling them to evacuate the premises efficiently in the event of an emergency.
- **Safety instructions are published:** Safety instructions are published and prominently displayed throughout the department to promote a culture of safety and awareness. These instructions provide clear guidelines and procedures for handling potential hazards, emergency situations, and the proper use of equipment and facilities. The safety instructions cover a range of topics, including fire safety, emergency evacuation, first aid protocols, hazardous materials handling, and general safety practices. By publishing and displaying these instructions in visible areas, such as common spaces, labs, and classrooms, the department ensures that students, staff, and visitors have easy access to important safety information. The publication of safety instructions demonstrates the department's commitment to fostering a secure and well-informed environment, empowering individuals to take proactive measures and make informed decisions to protect their own safety and the safety of others.
- **Smoking is prohibited:** Smoking is strictly prohibited within the premises of the department. This policy is in place to prioritize the health, well-being, and comfort of all individuals. Smoking poses significant health risks to both smokers and those exposed to secondhand smoke. By implementing a no-smoking policy, the department aims to create a clean and healthy environment for everyone, reducing the potential for respiratory issues and other health complications associated with smoking. Clear signage and communication are utilized to inform students, staff, and visitors about the no-smoking policy, ensuring compliance and raising awareness about the importance of maintaining a smoke-free environment. The department's commitment to prohibiting smoking aligns with broader public health initiatives and promotes a positive and respectful atmosphere for all occupants.
- **Computers and internet connections are protected:** The department prioritizes the protection of computers and internet connections to ensure a secure and reliable computing environment. Robust security measures are implemented to safeguard against unauthorized access, malware, and data breaches. Firewalls, antivirus software, and intrusion detection systems are deployed to monitor and protect the department's network infrastructure. Additionally, regular software updates and patches are applied to address vulnerabilities and enhance system security. Access controls, such as strong passwords and multi-factor authentication, are implemented to prevent unauthorized access to computers and sensitive data. Data encryption protocols are employed to secure information during transmission and storage. By implementing these protective measures, the department maintains the integrity, confidentiality, and availability of computer systems and internet connections, fostering a safe and trustworthy digital environment for all users.
- **Warning emails are sent to protect cyber security:** To safeguard cyber security within the department, warning emails are regularly sent to raise awareness and protect individuals from potential online threats. These emails serve as proactive measures to inform students, faculty, and staff about emerging cyber threats, phishing attempts, malware, and other malicious activities. The warning emails provide practical tips and guidelines on how to identify and avoid common cyber security risks, such as suspicious emails, fraudulent websites, and unauthorized access attempts. By disseminating these warnings, the department aims to empower individuals with the knowledge and tools to protect their personal information, sensitive data, and digital assets. These proactive measures contribute to a more secure digital environment,



promoting cyber resilience and ensuring the overall confidentiality, integrity, and availability of information systems within the department.

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By implementing these procedures, colleges can create an environment where students feel safe, supported, and able to focus on their education and personal growth.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

<https://www.mu.edu.sa/ar/colleges/college-of-education/210431>

2. Procedures to Monitor Quality of Courses Taught by other Departments

To ensure the consistent quality of courses taught by other departments within our academic program, a set of procedures is in place for monitoring and evaluation. Firstly, regular assessments are conducted to gauge the effectiveness and relevance of the courses. This includes reviewing course syllabi, learning objectives, and instructional materials to ensure alignment with program standards and objectives. Additionally, feedback from students and faculty members who have taken or taught these courses is sought to gain valuable insights into the teaching methods, content delivery, and overall learning experience. Collaborative meetings and discussions with faculty members from other departments are held to exchange best practices and ensure a cohesive and integrated curriculum. Periodic audits and evaluations are performed to assess the course content, methodologies, and outcomes against established benchmarks and industry standards. By diligently monitoring the quality of courses taught by other departments, our academic program strives to maintain consistency, rigor, and excellence in education across all disciplines.

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

N/A.

4. Assessment Plan for Program Learning Outcomes (PLOs),

PLOs' Assessment Plan for the Academic Year 1445

Academic year/term	Course Title	Course Code	PLOs Alignment
1445 1st term	Grammar 1	111	K2, S1, V2
	Writing 1	114	K1, S2
	Listening and Speaking 2	212	K2, S1, V2





	British Novel and Drama	222	K1, S2, S3, V2
	Collaborative Writing	223	K2, S1, S3, V1
	Advanced Translation	315	S4, V1
	Semantics and Pragmatics	412	K2, S1, S2, V2
	Special Topics in Translation	415	K1, S4, V2
	Language teaching strategies	426	K1, S1, S2, V1
1445 2nd term	Principles of Literary Criticism	121	K2, S1, V2
	Reading and Building Vocabulary 3	213	K2, S1, S2, V1
	Introduction to Linguistics	215	K1, S1, S2, V2
	Second Language Acquisition	225	K1, S2, S3, V2
	Phonetics and Phonology	312	K2, S1, S2, V2
	Morphology	314	K1, S1, S4, V1
	Computer-aided Translation (CAT)	324	K1, S1, S4, V1
	Syntax	413	K1, S1, S2, V2
	Language Evaluation and Assessment	424	K1, S1, S2, V2
	Graduate Project	428	K1, S1, S3, V2

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Learning Resources	Students, faculty, program leaders, etc.	Surveys, interviews, visits, etc.	End of academic year, etc.
Leadership	Faculty, students, alumni, employers, etc.	Surveys, interviews, Reports, etc.	End of academic year, etc.
Teaching Effectiveness and Assessment	Students, faculty, program leaders, etc.	Surveys, interviews, visits, etc.	End of semesters, etc.
Partnership	Faculty, employers, etc.	Surveys, interviews, visits, etc.	End of academic year, etc.





Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)





6. Program KPIs*

The period to achieve the target (2023) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' evaluation of the quality of the program	4.18	Surveys	Every Semester
2	KPI-P-02	Students' evaluation of the quality of the courses	4.45	Surveys	Every Semester
3	KPI-P-03	Completion Rate	75%	Data collected for e-register	Every Semester
4	KPI-P-04	First-year students retention rate	90%	Final Exam Evaluation Reports	Every year
5	KPI-P-05	Students' performance in the professional and/or national examinations	NA	Reports	Every Semester
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	a. 30% b. 20%	Surveys/Interviews	Updated every Semester
7	KPI-P-07	Employers' evaluation of the program graduates proficiency	4.15	Surveys	Every Semester
8	KPI-P-08	Ratio of students to teaching staff	15:1	International program data	Yearly
9	KPI-P-09	Percentage of publications of faculty members	0.50%	Interviews, documents, Google scholar, WhatsApp, etc.	Yearly
10	KPI-P-10	Rate of published research per faculty member	1:1	Surveys	Yearly
11	KPI-P-11	Citations rate in refereed journals per faculty member	2.10	Google scholar, Scopus, Web of science , etc.	Yearly

*including KPIs required by NCAAA





H. Specification Approval Data:

Council / Committee	Program Council
Reference No.	7
Date	1445/4/3

