



## Program Specification

<b>Program Name:</b> Bachelor of Arts in English
<b>Qualification Level:</b> BA, Level Six
<b>Department:</b> Department of English Language and Literature
<b>College:</b> College of Languages and Translation
<b>Institution:</b> Imam Muhammad Ibn Saud Islamic University

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**A. Program Identification and General Information**

<b>1. Program Main Location:</b>		
<p><b>Main Campus (Male):</b> Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308</p> <p><b>Main Campus (Female):</b> King Abdullah City for Female Students – College of Languages and Translation –Building Number 326</p>		
<b>2. Branches Offering the Program:</b>		
None		
<b>3. Reasons for Establishing the Program:</b>		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>1- National and market needs and development.</p> <p>2- Economic, social, and cultural</p>		
<b>4. Total Credit Hours for Completing the Program:</b> (137 hours)		
<b>5. Professional Occupations/Jobs:</b>		
Academic, public and private sectors.		
<b>6. Major Tracks/Pathways (if any): N/A</b>		
<b>Major track/pathway</b>	<b>Credit hours</b> (For each track)	<b>Professional Occupations/Jobs</b> (For each track)
<b>7. Intermediate Exit Points/Awarded Degree (if any):</b>		
<b>Intermediate exit points/awarded degree</b>	<b>Credit hours</b>	

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

#### Vision

*Excellence in teaching, research, and knowledge of English language studies to foster national, regional and global cultures.*

#### Mission

*The provision of a holistic program of English language which develops linguistic, literary, translation and research skills, facilitates resources, technology and effective partnerships to encourage competitiveness, satisfy the needs of the labor market, and nurture community-driven and global values.*

### 2. Program Goals:

1. To enhance students' intellectual, personal professional, and research abilities.
2. To professionally develop faculty, administrative staff, and students.
3. To provide students with necessary English language and communication skills.
4. To propagate a culture of competitiveness and effective partnership in the field of English language learning.
5. To provide students with the required proficiency to succeed in different professions.
6. To foster students' positive attitudes towards learning English and a willingness to share ideas with different people in different cultures.
7. To commit to deliver the highest standards of teaching English to boost students' language skills so that they can present and explain Islamic concepts and issues in the future and participate in spreading Islam.

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

The mission and goals of the program are in perfect aligned with those of the University. The main aspects of the University mission and goals seek to develop the necessary academic and practical skills in learning, research, and within the light of Islamic standards and values, instill a commitment towards community service, intercultural awareness and ethical practices.

### 4. Graduate Attributes:

1. **Independent Learning:** the ability to be inquiring and reflective in practice, responsive to change through information literacy and responsible in self-managed learning.
2. **Problem Solving and Creative and Critical Thinking:** able to apply critical, creative and evidence-based thinking to form original responses to challenges encountered in the academia or workforce.
3. **Digital Competence:** well prepared for living, learning and working in a digital society.
4. **Research and Inquiry Skills:** Well-versed in research techniques and able to conduct research and create and exploit bodies of data in various domains of knowledge including English language studies— whether linguistics, literature or translation.
5. **Effective Communication and Teamwork Skills:** the ability to communicate ideas and information effectively and appropriately in both written and spoken forms to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieve common goals in professional and community settings.
6. **Translation Skills:** Translate with accuracy Islamic, literary, business, medical, legal, economic, political and technical texts.
7. **Observance of Islamic Values and Ethical Practices:** a commitment to sustain high ethical standards in academic, social and professional practices.
8. **Global Intelligence and Intercultural Awareness:** become responsible and effective global citizens whose personal values and practices reflect an ability to understand, communicate with and effectively interact with people across cultures.

**5. Program learning Outcomes\***

**Knowledge and Understanding**

*Upon graduation from the Bachelor of Arts in English, students will be able to:*

<b>K1</b>	Reproduce proficient language skills (grammar, reading, writing, listening and speaking) required for effective thinking, writing and communicating in English.
<b>K2</b>	List linguistic, literary and translation concepts, and types.
<b>K3</b>	Describe comprehensive knowledge and understanding of the features, theories and terminology in English language related to the fields of linguistics, literature and translation studies.
<b>K4</b>	Apply with accuracy, knowledge in linguistics, literature, and translation in different contexts—social, political, economic, historical, religious, cultural, legal, technical, medical— according to the background in which they have been written and read.
<b>K5</b>	Recognize the importance of knowledge and understanding of a language’s history, its linguistic, and literary contexts, as well as translating its texts, as dynamics for intercultural communication and exchange.

**Skills**

*Upon graduation from the Bachelor of Arts in English, students will be able to:*

<b>S1</b>	Demonstrate the ability to contextualize linguistic, literary and translation knowledge and skills to introduce new perspectives.
<b>S2</b>	Analyze critically arguments and evidence appropriate to linguistic, literary and translation studies.
<b>S3</b>	Interpret rationally the knowledge of other languages, cultures, literatures, and times and appreciate linguistic and cultural diversity.
<b>S4</b>	Use the acquired knowledge of English language, literature and translation to solve real life problems in relevant communities
<b>S5</b>	Demonstrate an ability to generate ideas and creative works, methods, approaches, perspectives as appropriate to English language, literature and translation.
<b>S6</b>	Apply appropriate linguistic, literary and translation research methodologies to interpret findings.
<b>S7</b>	Develop an awareness and appreciation of the philosophical and social contexts of English language, literature and translation.

**Values**

*Upon graduation from the Bachelor of Arts in English, students will be able to:*

<b>V1</b>	Demonstrate self-efficacy through a willingness to question, learn and take challenges independently.
<b>V2</b>	Communicate and work effectively on individual tasks, and collaboratively within teams.
<b>V3</b>	Show a commitment to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.
<b>V4</b>	Demonstrate an ability in research, training and fieldwork to adapt socially, make use of available resources, value cultural diversity and respect others perspectives.

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

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	11	18	18.64 %
	Elective	-	-	
College Requirements	Required	2	4	3.39 %
	Elective	-	-	
Program Requirements	Required	44	107	74.58 %
	Elective	-	-	
Capstone Course/Project		1	4	1.7 %
Field Experience/ Internship		1	4	1.7 %
Others	-	-	-	-
<b>Total</b>		<b>59</b>	<b>137</b>	<b>100 %</b>

\* 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	ENG 107	Listening & Speaking I	Required	-	2	Department
	ENG 109	Reading & Comprehension I	Required	-	2	Department
	ENG 105	English Grammar I	Required	-	2	Department
	ENG 110	Writing I	Required	-	3	Department
	ENG 108	Study Skills	Required	-	3	Department
	QUR 101	Quran I	Required	-	1	Institution
	GRAM102	Arabic Grammar	Required	-	2	Institution
Level 2	JUR 121	Jurisprudence	Required	-	2	Institution
	FRN 108	Foreign Language I	Required	-	2	College
	ENG 113	Listening & Speaking II	Required	ENG 107	2	Department
	ENG 115	Reading & Comprehension II	Required	ENG 109	2	Department
	ENG 106	English Grammar II	Required	ENG 105	2	Department
	ENG 116	Writing II	Required	ENG 111	3	Department
	ENG 152	Introduction to Translation	Required	ENG 109 ENG 108 ENG 105 ENG 110 ARB 105	3	Department
GRAM 209	Language Drills	Required		2	Institution	
Level 3	ISL 133	Islamic Theology	Required	-	2	Institution
	FRN 208	Foreign Language II	Required	FRN 108	2	College
	ENG 216	Essay Writing I	Required	ENG 116	3	Department
	ENG 221	Introduction to Literature	Required	ENG 115 ENG 106 ENG 116	3	Department
	ENG 260	Introduction to linguistics	Required	ENG 115 ENG 106 ENG 116	3	Department
	ENG 256	Media and Political Translation	Required	ENG 152 ARB 209	2	Department
	ENG 257	Business and Economic Translation	Required	ENG 152 ARB 209	2	Department
HIS 101	Prophet's Biography	Required	-	2	Institution	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 4	ENG 218	Essay Writing II	Required	ENG 216	3	Department
	ENG 270	Phonetics & Phonology	Required	ENG 260	3	Department
	ENG 237	Syntax	Required	ENG 260	3	Department
	ENG 370	History of English Literature	Required	ENG 221	2	Department
	ENG 258	Medical Translation	Required	ENG 256 ENG 257	2	Department
	ENG 259	Technical Translation	Required	ENG 256 ENG 257	2	Department
	CULT 101	Islamic Culture	Required	-	2	Institution
Level 5	ENG 331	English Novel	Required	ENG 221 ENG 370	3	Department
	ENG 334	English Poetry	Required	ENG 221 ENG 370	3	Department
	ENG 337	English Drama	Required	ENG 221 ENG 370	3	Department
	ENG 361	Introduction to Applied Linguistics	Required	ENG 260	3	Department
	ENG 355	Islamic and Literary Translation	Required	ENG 258 ENG 259	2	Department
	ENG 358	Legal and Security Translation	Required	ENG 258 ENG 259	2	Department
	QUR 151	Quran 2	Required	-	1	Institution
Level 6	ENG 333	Modern English Novel	Required	ENG 331	2	Department
	ENG 339	Modern English Poetry	Required	ENG 334	2	Department
	ENG 340	Modern English Drama	Required	ENG 337	2	Department
	ENG 362	Topics in Applied Linguistics	Required	ENG 361	3	Department
	ENG 373	Semantics and Pragmatics	Required	ENG 260	3	Department
	ENG 382	Interpreting I	Required	ENG 355 ENG 358	3	Department
	ENG 384	Computer-Aided Translation (CAT)	Required	ENG 355 ENG 358	2	Department
QUR 201	Quran 3	Required	-	1	Institution	
Level 7	ENG 416	Research Methods	Required	ENG 218	3	Department
	ENG 438	American Literature	Required	ENG 333 ENG 339 ENG 340	2	Department
	ENG 442	Literary Criticism	Required	ENG 333 ENG 339 ENG 340	2	Department
	ENG 474	Computer Applications in Linguistics (CAL)	Required	ENG 362	2	Department
	ENG 475	Language Acquisition	Required	ENG 362	2	Department
	ENG 485	Interpreting II	Required	ENG 382	3	Department
	ENG 486	Audio-Visual Translation (AVT)	Required	ENG 384	2	Department
QUR 251	Quran 4	Required	-	1	Institution	
Level 8	ENG 490	Research Project	Required	ENG 362 ENG 416	4	Department
	ENG 447	Literary Theory	Required	ENG 438 ENG 442	2	Department
	ENG 477	Sociolinguistics	Required	ENG 362	2	Department
	ENG 476	Discourse Analysis	Required	ENG 362	2	Department
	ENG 489	Translation Field Project	Required	ENG 416 ENG 486 ENG 485	4	Department
	HIS 102	KSA History	Required	-	2	Institution

- \* Include additional levels if needed
- \*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAAA template

[BA Program New Plan 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	Course code No.	Program Learning Outcomes															
		Knowledge and Understanding					Skills							Values			
		K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3	V4
Listening & Speaking I	ENG 107	I	I				I				I			I	I		
Reading & Comprehension I	ENG 109	I	I				I				I			I	I		
English Grammar I	ENG 105	I	I				I				I			I	I		
Writing I	ENG 110	I	I				I				I			I	I		
Study Skills	ENG 108	I	I				I							I	I		
Listening & Speaking II	ENG 113	I	I				I		P		I		I	I	I		
Reading & Comprehension II	ENG 115	I	I				I				I		I	I	I		
English Grammar II	ENG 106	I	I				I				I		I	I	I		
Writing II	ENG 116	I	I	I			I				I		I	I	I		
Introduction to Translation	ENG 152		I		I	I	I	I		I			I	I	I	I	
Essay Writing I	ENG 216	P	P	P		I		P		P	P			P	P	I	
Introduction to Literature	ENG 221	I	I				I	I			I			P	P	P	
Introduction to linguistics	ENG 260	I	I	I			I	I	I					P	P	I	
Media and Political Translation	ENG 256		P	P	P		P	P	P					P	P	P	
Business and Economic Translation	ENG 257		P	P	P		P	P			P			P	P	P	
Essay Writing II	ENG 218	P	P	P			P	P	P		P	P		P	P	P	
Phonetics & Phonology	ENG 270		P	P			P	P		P	P		P	P	P	P	
Syntax	ENG 237		P	P	P		P	P		P	P		P	P	P	P	
History of English Literature	ENG 370		P	P	P		P	P			P			P	P	P	
Medical Translation	ENG 258		M	M	M		P	P			P	P		M	P		
Technical Translation	ENG 259		M	M	M		P	P		P	P	P		M	P		
English Novel	ENG 331		P	P		P	P	P		P			P	P	P	P	
English Poetry	ENG 334		P	P		P	P	P		P			P	P	P	P	
English Drama	ENG 337		P	P		P		P	P		P	P	P	P	P	P	
Introduction to Applied Linguistics	ENG 361		P	P	P		P	P	P			P	P	P	P	P	
Islamic and Literary Translation	ENG 355		P	P	P	P	P	P			P		P	P	P	P	



Course	Course code No.	Program Learning Outcomes															
		Knowledge and Understanding					Skills							Values			
		K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3	V4
Legal and Security Translation	ENG 358		M	M	M	M	M	M			M		M	M	M	M	
Modern English Novel	ENG 333	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Modern English Poetry	ENG 339	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Modern English Drama	ENG 340	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Topics in Applied Linguistics	ENG 362	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Semantics and Pragmatics	ENG 373	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Interpreting I	ENG 382	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Computer-Aided Translation (CAT)	ENG 384	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Research Methods	ENG 416	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
American Literature	ENG 438	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Literary Criticism	ENG 442	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Computer Applications in Linguistics (CAL)	ENG 474	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Language Acquisition	ENG 475	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Interpreting II	ENG 485	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Audio-Visual Translation (AVT)	ENG 486	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
Research Project	ENG 490	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Literary Theory	ENG 447	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Sociolinguistics	ENG 477	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Discourse Analysis	ENG 476	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Translation Field Project	ENG 489	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

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

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

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

- The policy of instruction in the program aims to prepare students to acquire skills in a life-long learning perspective for a productive career.
- As such, part of the program’s teaching policies is to employ a wide range of teaching-learning strategies that achieve the aforementioned program learning outcomes (PLO’s) effectively in terms of knowledge, skills, and values.
- The learning experience is determined by the teaching strategies employed which include the common instructional forms of education— face-to-face learning, distance education or blended forms.
- The teaching and learning methods include teacher-centered and student-centered approaches that support each domain of learning:

1. Lecturing
2. Tutorials
3. Practical lessons
4. Workshops
5. Presentations
6. Problem-solving sessions
7. Task-based sessions
8. Inquiry-guided instruction
9. Role play
10. Concept-mapping
11. Micro and macro teaching
12. Collaborative and peer technique teaching
13. Interactive classroom communication

14. Direct monitoring
15. Online teaching
16. Simulation
17. Game-based learning
18. Self-learning exercises
19. Handouts
20. Classwork
21. Class discussions
22. Debates
23. Jigsaws
24. Translation tasks (translation drills, tutorial input,
25. Responses to Literature
26. Projects
27. Field work

- The strategies above are indicative of the teaching activities, however, how each is undertaken varies between academics.
- The curricular learning activities intertwine with teaching. For instance, rather than attending lectures, participating in lectures give an idea of the richness that is possible in aligned teaching and learning activities. Learning activities include:

1. Conducting searches
2. Surveying
3. Summarizing reading
4. Learning to pose problems
5. Conduct research
6. Practice skills, role-play, simulations
7. Write papers, reports, reflections
8. Flipped learning

9. Prepare and make presentations
10. Making constructive criticism during peer or group work
11. Communicate, inquire, share findings using media
12. Learn to edit and criticize their own work
13. Peer reviews

- Extracurricular activities in the program are available inside and off campus. Students are encouraged to volunteer in community services, participate in career development activities, attend enhancement centers and clubs.

All of the above curricular and extra-curricular activities are planned to develop students' professional skills as well as nurture students social and ethical values.

#### **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.

(All details of assessment measures are available for faculty in the [Framework of Assessment for Faculty Members](#)).

The program covers a wide range of assessment methods to suit all types of learners, and are directly related to the concerned program learning outcomes. The program combines traditional methods for assessing students along with other current trends in assessment to verify student learning. This includes multiple and continuous assessment methods and current trends that incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation.

The list below includes both direct and indirect strategies for assessing student learning in the program. The choice of strategy depends on the content of a course and how it best measures each domain of learning:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. definitions</li> <li>2. diagram, table, chart, graph, visual aid</li> <li>3. flowchart</li> <li>4. report writing (individual or peer or group)</li> <li>5. mind map, web or diagram</li> <li>6. brochure or poster</li> <li>7. thesis statements</li> <li>8. writing paragraphs</li> <li>9. essay (long or short)</li> <li>10. debate</li> <li>11. portfolio or journal</li> <li>12. research papers</li> <li>13. peer evaluations</li> <li>14. self-evaluations</li> <li>15. reflections</li> <li>16. describing a process or concepts</li> <li>17. freewriting or writing drafts</li> <li>18. research paper or term paper</li> </ol> | <ol style="list-style-type: none"> <li>19. case analysis or case study</li> <li>20. field notes</li> <li>21. peer or group discussion</li> <li>22. forming an inventory</li> <li>23. constructing plans</li> <li>24. outlining</li> <li>25. summarizing</li> <li>26. editing</li> <li>27. oral reports</li> <li>28. response reports</li> <li>29. multimedia or presentation slides (individual or peer or group)</li> <li>30. project work</li> <li>31. creative work (poem, play, short story, video)</li> <li>32. book review</li> <li>33. dissecting essays, texts...etc.</li> <li>34. task evaluation forms</li> <li>35. observation</li> </ol> |
|--|--|

D. Student Admission and Support:

### **1. Student Admission Requirements**

Students admitted to the department must sit for a placement test to measure their level of proficiency in English. Based on the placement test results, students are enrolled in a preparatory foundation program for two semesters. Students who achieve more than 70 % of the total grade are admitted to the Program. [Admission Requirements IMISIU](#)

### **2. Guidance and Orientation Programs for New Students**

The program has detailed information on services, systems, procedures, rules, regulations pertaining to the College in its induction of all new students. All these services and the tour of the facilities on campus for students are mentioned in the handbook entitled: [A Guide to Student Orientation Program.](#)

### **3. Student Counseling Services**

(academic, career, psychological and social )

Academic advising and counseling of students is an essential component of teaching. Personal, academic and career counseling of students are provided by several different offices and individuals, depending on the nature of the counseling sought. The range of counseling services offered by the Students Affairs Office is listed in the *Student Handbook*, which is distributed each year to all new students during the orientation week. These include:

- Offering students spiritual and social guidance following Islamic principles.
- Supporting students with academic problems (students on probation or who have failed their courses) and helping them overcome these educational difficulties.
- Helping students address their personal, social and family problems.

The Supervisor of Student Affairs and the Coordinator of the Office of Student Affairs are available to assist students to solve their concerns. Besides, since faculty are usually the first to recognize that a student is having difficulty, faculty members play a crucial role in developing solutions for the student or referring them to appropriate services. Faculty members also participate in the formal student-mentoring program. In the student-mentoring program, a faculty member is assigned to about ten students, as an academic advisor. Academic Advisors meet with their assigned groups at least four times during the school year. These meetings provide valuable opportunities for information exchange and suggestions as to how to improve the student's educational experience.

The General Academic Advisor in both Male and Female Sections handles personal counseling. Students requiring in-depth personal counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological and financial assistance. Course coordinators provide additional counseling by providing students with academic reinforcement and assistance and refer "at risk" students to the General Academic Advisor at both sections. Course coordinators also liaise with Student Affairs Supervisor to deal with student complaints. They act as troubleshooters and make considered judgements with instructors to address students' complaints.

Faculty members are available most of the time for consultation and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone. Accommodations for one-on-one consultations are also available if students need them. Although faculty are easily accessed for consultations, the office hours for each course instructor is provided in the syllabus given to students and instructors should be available in their offices during the time allocated for office hours.

Additional academic counseling is directed towards improving the rate of progress of students experiencing initial difficulty in meeting clinical performance objectives and degree requirements. The General Academic Advisors at male and Female Sections work closely with this group of students and

their respective Faculty Academic Advisors. The goal of this effort is to eliminate barriers to success. Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required. Career counseling is provided by many of the faculty, under the aegis of faculty advising program, and through the Academic Advising Office.

[Student Guide](#)

[Academic Advising Guide](#)

[CLT Student Guide](#)

[University Student Guide](#)

[Student Grievances Rules and Procedures](#)

#### **4. Special Support**

(low achievers, disabled, gifted and talented)

The College has formulated a committee to sponsor the students who have specific disabilities and to ensure they can access the learning resources suitable to their disabilities.

The designing of the curriculum in the foundation program must be professionally reviewed in an attempt to strengthen students' English language skills.

The college has formulated a special needs committee since the academic year 1436/1437. The special needs committee is responsible for providing accommodations and facilities that fit students of disabilities. The committee involves a group of professors from the English department who work with special needs students by identifying the individual problems of each student and working on fulfilling his/her academic requirements. This committee is also responsible for specialized textbook selection that ensures the suitability of textbooks for the level of students who have learning deficiencies.

The main goal of such a committee is to assist such a target group of students by providing them with equal opportunities of learning towards their success in similar manners of their peers who are not identified with any educational or physical disabilities. The committee has been associated with the deputy deanship of academic affairs since its establishment.

Additionally, further support is available for low achievers through various channels. Students can report to; a) their academic advisors for guidance and assistance; b) their instructors to discuss their weaknesses; c) the remedial centers offered in the department.

Gifted and talented students have various opportunities to exercise their skills in the co-curricular and extracurricular activities offered in the department and university level. Also, faculty members who identify students' talents encourage them to participate in community services and in the academic centers as facilitators and mentors.

**1. Needed Teaching and Administrative Staff**

Academic Rank	Specialty		Special Requirements / Skills (if any )	Required Numbers		
	General	Specific		M	F	T
<b>Professors</b>	-	-	<ul style="list-style-type: none"> <li>- Recent publications in the field</li> <li>- Professional renown as academics and/or professionals in English language and literature, or English Education specialisms (e.g., linguistics, translation, interpreting, TESOL, TEFL)</li> <li>- Recognized supervisory contributions</li> </ul>	<b>10</b>	<b>1</b>	
<b>Associate Professors</b>	-	-	<ul style="list-style-type: none"> <li>- Recent publications in the field</li> <li>- Professional renown as academics and/or professionals in English language and literature, or English Education specialisms (e.g., linguistics, translation, interpreting, TESOL, TEFL)</li> <li>- Recognized supervisory contributions</li> </ul>	<b>25</b>	<b>5</b>	
<b>Assistant Professors</b>			<ul style="list-style-type: none"> <li>- Specialist background in English language and literature, or English Education</li> <li>- Combined profile (academic and professional experience in English language teaching)</li> <li>- Specialists in linguistics, literature, translation, interpreting, TESOL, TEFL</li> </ul>	<b>48</b>	<b>56</b>	
<b>Lecturers</b>			Experience in English language and literature, or English Educational fields	<b>41</b>	<b>197</b>	
<b>Teaching Assistants</b>			Experience in English language and literature, or English Educational fields	<b>30</b>	<b>32</b>	
<b>Technicians and Laboratory Assistants</b>			Experience in equipment installation and maintenance	<b>2</b>	<b>3</b>	
<b>Administrative and Supportive Staff</b>			Student mentoring skills	<b>15</b>	<b>52</b>	
<b>Others ( specify )</b>				<b>0</b>	<b>0</b>	

**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

The program has an orientation program for new staff that includes the following elements:

- An orientation meeting that includes the College Chair and other faculty members is held to introduce and welcome all new staff and to establish a good working relationship.
- An orientation committee, assigned by the College dean, thoroughly explain the program to new faculty members and answer their inquiries. This includes program-specific information such as the program's mission, vision and goals, course specifications, course reports, syllabi and assessment, teaching methodologies, teaching and research resources, and other relevant information.
- New faculty receive guidance from the chairperson and from other faculty members regarding the teaching processes.
- A university manual is available for new faculty in place.
- An orientation portfolio is available for new staff that includes all the important documents such as handbooks, guides, policies, official forms, regulations, faculty rights and duties and also the University's mission, vision, and objectives.
- Non-Saudi new faculty are given extra sessions on the practicalities of living in KSA, housing, and information for faculty with dependents.

## **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 quality assurance culture in the College perceives the necessity to organize professional teaching workshops and training sessions throughout the semester in various fields of teaching and learning including syllabus design, teaching methods, CLOs, PLOs, IL0s, course alignment, etc.

Therefore, the Quality Assurance and Development Unit at the College collaborates with IMSIU Educational Development Center to offer training programs on campus in teaching strategies and equipment and software use to all faculty members. Organized training sessions for faculty members, both males and females, are maintained to update teaching methodology and the use of technology in the classrooms. Responsible parties are Deanship for Development of University Education, CLT Professional Development Committee and CLT Quality Assurance Unit Committee.

## **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.)

The processes that are followed for planning and acquiring of:

- Textbooks: A list of linguistics, literature, and translation textbooks has been developed according to a questionnaire distributed to the faculty members of the school. Also, new references are included annually as new books appear in the field of linguistics, literature, and translation. A committee for learning resources with specialized members in each field of study—language skills, linguistics, literature and translation, review and update course material. The new list of references is handed over to the committee members who evaluate the material before including them in course specifications. All references and textbooks are updated annually and evaluated by faculty members and the committee gives the decision about using or not using them.
- References such as Journals: a list of the academic journals has been developed and recommended by the faculty members. A comprehensive search of the available journals according to their scientific impact index has been carried out and the University subscript a list that includes more than thirty-five journals from a different publication.

- Electronic Journals: E-Journals, full-text articles archives, and up to date databases are available at the University library. Open Access to all journals is available through the Saudi Digital library.
- The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, BlackBoard, and Microsoft Office 365.
- The library consistently updates and tracks with what comes new to the field in the form of books and journals.
- Prince Sultan Library for Science and Knowledge is affiliated with Al-Imam Mohamed ibn Saud Islamic University and contains a collection of about 500, 000 titles.

## 2. Facilities and Equipment

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

- The English Department has enough lecture halls provided with teaching aids, data show, podium, etc... to host the students seeking admission.
- The program has at its disposal the university library and medical center.

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

- The Deanship of Student Affairs is active in this area as students are encouraged to participate in activities that ensure a healthy lifestyle. Activities that include racing, cycling, walking, active games, martial arts, etc.
- Various channels, such as the university website and social media platforms announce to students the available activities.
- The huge governmental project, “The Riyadh Sports Boulevard (or Green Belt)”, which is one of four major government-sponsored projects intended to “encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding.
- A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030” (<https://www.riyadhalmasar.sa/en/>).

### G. Program Management and Regulations

## 1. Program Management

### 1.1 Program Structure

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

The flow chart below illustrates the general college structure which includes the BA Program. There are also committees that are specially formed (such as the graduate committee, learning resources, course development, professional development, orientation and others) to serve the program’s coordination between boards, councils and units.

[Link to the college and department organizational chart.](#)

### 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.)

- The College is committed to seek feedback from students and external stakeholders (employers), and this process is likely to further enrich the program and the student experience. To ensure the efficiency of this process the program adopts a communication plan that ensures the involvement of all staff, students and stakeholders to share, express and actively participate in the College's planning,



development and future activities. The mediums of communication to receive stakeholders feedback include the College website, social media channels and emails.

- Furthermore, the program’s course design committee periodically collects data about potential employers’ field observations about the professional profile of graduates in terms of strengths, weaknesses, and prospective improvements.
- Certain courses in the program echo the ideas proposed by the stakeholders during official meetings with program representatives or via electronic feedback.

## 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.)

[Admission Requirements IMISIU](#)

[Areas of Study \(CLT Bachelor's Guide\)](#)

[Exams](#)

### H. Program Quality Assurance

#### 1. Program Quality Assurance System

[Click here](#)

#### 2. Program Quality Monitoring Procedures

[Click here](#)

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

[Click here](#)

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

[Click here](#)

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

[Click here](#)

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

[Click here](#)

### 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis Sheet	End of term
Assessment	Students, independent reviewers, administrative staff, stakeholders	Surveys and random joint grading of sample papers	End of term
Employability	Potential employers: governmental agencies & private business	Surveys, interviews, program self-study report, alumni	Annual (end of academic year)
Stakeholders' satisfaction	Parents, governmental agencies & private business	Surveys	Annual (end of academic year)
Program leadership	Alumni, independent reviewers, international ranking schemes	Surveys, program self-study report, KPI Analysis Sheet	Annual (end of academic year)

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

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

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

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

## 8. Program KPIs\*

The period to achieve the target four-year span.

Standards	No:	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
Mission & Goals	1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	70%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Forthcoming (End of Academic Year)
	Teaching and Learning	2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3.75 /5	Qualitative indicators: surveys and periodic self-study
3		KPI-P-03	Students' evaluation of the quality of the courses	4 /5	Electronic surveys/ Faculty & Dept.	Twice Annually/ End of each Semester
4		KPI-P-04	Completion rate	50%	KPI Analysis Sheet	Forthcoming
5		KPI-P-05	First-year students retention rate	50%	KPI Analysis Sheet	Forthcoming (End of Academic Year)
6		KPI-P-06	Students' performance in the professional and/or national examinations	75%	KPI Analysis Sheet	Forthcoming (End of Academic Year)
7		KPI-P-07	a- Graduates' employability	50%	KPI Analysis Sheet	Forthcoming
	b- Enrolment in postgraduate programs		10%			

Standards	No:	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	8	<b>KPI-P-08</b>	Average number of students in the class	<b>35:1</b>	KPI Analysis Sheet	Twice Annually/ End of each Semester
	9	<b>KPI-P-09</b>	Employers' evaluation of the program graduate's proficiency	<b>4 / 5</b>	Electronic surveys	Forthcoming
<b>Students</b>	10	<b>KPI-P-10</b>	Students' satisfaction with the offered services	<b>4 / 5</b>	Electronic surveys	Twice Annually/ End of each Semester
<b>Teaching Staff</b>	11	<b>KPI-P-11</b>	Ratio of students to teaching staff	<b>25:1</b>	Common Dataset Form	Twice Annually/ End of each Semester
	12	<b>KPI-P-12</b>	Percentage of teaching staff distribution	<b>Professor:10% Associate:20% Assistant:50% Lecturer:25% Other: 5%</b>	Common Dataset Form	Twice Annually/ End of each Semester
			a- Academic Rank Male			
			b- Academic Rank Female	<b>Professor:5% Associate:20% Assistant:50% Lecturer:25% Other: 5%</b>		
	13	<b>KPI-P-13</b>	Proportion of teaching staff leaving the program	<b>10%</b>	Common Dataset Form	(End of Academic Year)
	14	<b>KPI-P-14</b>	Percentage of publications of faculty members	<b>70%</b>	KPI Analysis Sheet	(End of Academic Year)
	15	<b>KPI-P-15</b>	Rate of published research per faculty member	<b>1:1</b>	KPI Analysis Sheet	(End of Academic Year)
16	<b>KPI-P-16</b>	Citations rate in refereed journals per faculty member	<b>15:1</b>	KPI Analysis Sheet	(End of Academic Year)	
<b>Learning Resources</b>	17	<b>KPI-P-17</b>	Satisfaction of beneficiaries with the learning resources	<b>4 / 5</b>	KPI Analysis Sheet	Twice Annually/ End of each Semester)

\* including KPIs required by NCAAA

#### I. Specification Approval Data

<b>Council / Committee</b>	<b>DEPARTMENT COUNCIL</b>
<b>Reference No.</b>	<b>MEETING NO. 17</b>
<b>Date</b>	<b>1/6/1440</b>