Program Specification

— (Postgraduate)

Program Name:	Doctor of Philosophy in Applied Linguistics
Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations):	023116
Qualification Level:	Level 8
Department:	Department of English Language and Literature
College:	: College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University
Program Specification:	New ☐ updated* ☒
Last Review Date:	20-07-2023

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information:

1. Program's Main Location:

University Campus Imam Mohammad Ibn Saud Islamic University– College of Languages and Translation – Building Number 308
King Abdullah City for Female Students Building Number 326
Othman Ibn Affan Rd. Exit 7. Riyadh, Saudi Arabia

2. Branches Offering the Program (if any):

None

3. System of Study:

X Coursework & Thesis   ☐ Coursework

4. Mode of Study:

X On Campus   ☐ Distance Education   ☐ Other ………………(specify)

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

None

6. Professions/jobs for which students are qualified:

1. Academic at the university level (code 2310): with a PhD degree in applied linguistics, graduate students can pursue their career in academia, work as a faculty member of instructor of courses in departments such as linguistics, philosophy of language, psychology, speech/communication sciences, anthropology, English, and departments focused on specific foreign languages.
2. Educator or professional in education-related fields (code 1345)*: Graduates with a background in linguistics and education can develop teaching and evaluation materials for different populations, train teachers, design nation-wide curricula and assessments, and devise effective ways to teach language-related topics in specific communities, or use the language of a community effectively in instruction. Many applied linguists are involved in teacher education and educational research.
3. Researcher at language-related research centres.
4. Teacher or supervisor of teaching of English as a Second Language (ESL) in Saudi Arabia or abroad (codes 233003-233027). With a solid background in applied linguistics and language learning, graduates of the program have a valuable cross-language perspective.
5. Linguistic analyst in the computer industry (code 1330): Trained in applied linguistics and computer applications can equip students to work on speech recognition, text-to-speech synthesis, artificial intelligence, natural language processing, large language models, sentiment analysis, and computer-mediated language learning.
6. Editor, technical writer, or journalist (code 246): The verbal skills that applied linguists develop are ideal for positions in editing, publishing, and writing.
7. Lexicographer (working in the industry of dictionary compiling and publication) (code 264): The development of good dictionaries requires the help of qualified applied linguistic consultants.
8. Language specialists in the advertisement field (code 2431): Companies that specialize in advertising often do extensive linguistic research on the associations

that people make with particular sounds and classes of sounds and the kind of wording that would appeal to potential consumers.

* Codes of professions are based on the *Saudi Standard Classification of Occupations* released by the Ministry of Human Resources and Social Development, Saudi Arabia.

7. Relevant occupational/ Professional sectors:

Public and Private Sectors:
- Universities, and Higher Education Institutions
- Research Centres
- Academic Consultation Units
- Public and Private Training and Coaching Centres
- Publishing houses and agencies
- Think Tanks
- Intelligence Agencies

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
N\A		

9. Total credit hours:

66 credit hours

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

Prepare qualified applied linguists well versed in applied aspects of language studies, research and technology by providing excellent education and producing cutting-edge research that ensure perfect participation in academics, rigorous research and quality linguistic community services

2. Program Goals:

1. Graduate highly-educated individuals with solid basis and in-depth knowledge of various applied linguistics linguistic fields.
2. Equip students with the knowledge and skills needed to undertake doctoral research in applied linguistics as well as skills relevant to a range of careers in applied linguistics.
3. Create a robust research environment in applied linguistics that is conducive to applying and publishing pioneering international research.
4. Provide students with broad-based training in modern technologies and techniques for linguistic data elicitation and analysis.

5. Prepare applied linguistics specialists who are able to convert their knowledge into useful and meaningful reality applicable to various practical fields and community services.

3. Program Learning Outcomes:*

Knowledge and Understanding:

K1	Discuss clear scientific details in main topics in applied linguistics including psycholinguistics, sociolinguistics, discourse analysis, language acquisition, language teaching and evaluation.
K2	Describe elaborately the role of technology in linguistic studies and research
K3	List and explain several theoretical tools and various forms of research methods and statistics necessary to read, reflect, criticize and conduct research in applied linguistics.

Skills:

S1	Examine thoroughly the relationship between the study of language and other fields such as sociology, psychology, language teaching and learning.
S2	Use current technological tools to study language/ language applications.
S3	Evaluate and test the applicability of different language acquisition theories/ approaches in the field of language teaching methodology, curricula, and language assessment.
S4	Practice designing and executing research projects, including collecting and analysing data, and drawing conclusions based on findings.

Values, Autonomy, and Responsibility:

V1	Conduct research in accord with the ethical standards and best practices of the discipline.
V2	Work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills.
V3	Show individual responsibility autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations

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

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	12	48	72%
	Elective	-	-	
Graduation Project (if any)		-	-	-
Thesis (if any)		1	18	27%
Field Experience(if any)				
Others (.....)		-	-	-
Total		13	66	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	LNG 7101	Research Methods in Linguistics	Required	--	4	Program
	LNG 7150	Corpus Linguistics	Required	--	4	Program
Level 2	LNG 7175	Discourse Analysis	Required	LGN 7101 LNG 7150	4	Program
	LNG 7163	Sociolinguistics	Required	LNG 7101 LNG 7150	4	Program
Level 3	LNG 7162	Language Acquisition and Bilingualism	Required	LNG 7175 LNG 7163	4	Program
	LNG 7165	Psycholinguistics	Required	LNG 7175 LNG 7163	4	Program
Level 4	LNG 7262	Language Acquisition & Learning	Required	LNG 7165 LNG 7162	4	Program
	LNG 7266	Approaches & Methods in Language Teaching	Required	LNG 7165 LNG 7162	4	Program
Level 5	LNG 7269	Language Testing and Evaluation	Required	LNG 7262 LNG 7266	4	Program
	LNG 7270	Advanced Topics in Applied Linguistics	Required	LNG 7262 LNG 7266	4	Program
Level 6	LNG 7267	Language Program Design & Evaluation	Required	LNG 7269 LNG 7270	4	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	LNG 7268	Technology Applications in Applied Linguistics	Required	LNG 7269 LNG 7270	4	Program
Level 7	LNG 7301	Comprehensive Exams	Required	LNG 7251 LNG 7252	0	Program
Level 8	LNG 7399	Dissertation	Required	LNG 7301	18	Program

* 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)

[PhD in applied linguistics 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	K3	S1	S2	S3	S4	V1	V2	V3
LNG 7101	P	P	P	I	P	P	P	P	-	P
LNG 7150	P	I	I	P	P	P	P	M	P	M
LNG 7175	I	P	P	P	P	I	P	M	M	M
LNG 7163	P	P	P	P	P	M	P	M	M	M
LNG 7162	P	I	P	P	P	P	P	M	M	M
LNG 7165	I	P	I	P	P	P	I	M	M	M
LNG 7262	P	P	M	P	M	M	M	M	M	M
LNG 7266	M	M	M	P	P	P	P	M	M	M
LNG 7269	M	M	M	P	P	P	P	M	M	M
LNG 7270	M	M	M	M	M	M	M	M	-	M
LNG 7267	P	M	M	M	M	P	M	M	M	M
LNG 7268	P	M	M	P	P	P	M	M	M	M
LNG 7301	M	M	M	M	M	M	M	M	-	M
LNG 7399	M	M	M	M	M	M	M	M	-	M

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

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

Describe teaching and learning strategies, to achieve the program learning outcomes in all areas.

Teaching and learning strategies to achieve the Ph.D. program of Applied Linguistics for doctoral candidates of the program are based on the following notions and pedagogical concepts and methods:

1. "Teaching for Understanding Strategy": This strategy enables the Ph.D. students to become aware of current conceptions and issues of Theoretical& Applied Linguistics. The instructors in this strategy are mainly concerned with highlighting inconsistencies in learners 'conceptions of some applied linguistic topics and their consequences and reflections in real life situations. The "Teaching for Understanding Strategy" is more related to the program learning outcomes falling in the area of the knowledge domain.

2. "Knowing What and Knowing How strategies": The Instructors of the Ph.D. Theoretical & Applied Linguistics program are involved in focusing on main Theoretical& Applied Linguistics topics that cause problematic issues by helping their students distinguish between 'knowing how' and 'knowing what' methods. "Knowing how" introduces the students to innovative strategies and alternate between them to learn specific theories of Theoretical& Applied Linguistics presented to them on a preliminary basis. "Knowing what" is a strategy initiated by the program instructors to help their students decided on what topics are given priorities to learn in their Ph.D. program. When the program instructors enhance this strategy, they can improve their students' awareness of the most up-to-date theories, topics, and research relevant to their field. The "Knowing What and Knowing How strategies" are more related to the program learning outcomes falling in the area of skills.

3. "Lecturing": this strategy is an effective and useful pedagogical method the program professors use to introduce new topics and show relations between subjects. University professors also use this method of teaching to inspire their students by linking their learning insights and research interests to the excitement of research and scholarship to implementing the program learning outcomes. Moreover, by using lecturing as a teaching strategy, the program professors can infuse a study plan and a curriculum that incorporates graduate students' previous experiences with their immediate situation. In such a method of classroom lecturing, professors enhance their students' intentions in a way that prompts their learning experiences to facilitate discovery in the new realms in the field of Theoretical& Applied Linguistics. Moreover, lecturing should happen in a way that leads graduate students to recognize their times of tensions, uncertainties of their knowledge areas, and ambiguous or unresolved aspects in their course fields. The "Lecturing strategy "is more applicable to tasks working toward achieving program learning outcomes in the areas of knowledge and competence.

4. "E- learning and online classroom strategies": With the introduction of new technologies in the cyber space-age, the Ph.D. program professors have already upgraded their model of teaching beyond the traditional transmission platforms. There has been, in recent times, considerable availability of a wide diversity of technology tools to be used in the teaching and learning process at the program. Lectures should not dominate a great deal of teaching delivery, which is a cost-effective way of delivering course work to large enrolment classes—traditional delivery of coursework is against student engagement, creativity, and motivation. Further, the impact of a large lecture load within a tight timescale is often also problematic for lecturing staff.

Consequently, professors in the Ph.D. program of Applied Linguistics are now becoming more capable of using online teaching and learning instrumentation. With technology tools, professors can enhance online communication and collaboration between them and their students at convenient times. The professors can also use different levels of teaching with technology to improve students' creativity and foster their critical research and exploration skills. The "Virtual learning and online classroom strategies" are more related to the program learning outcomes falling in the area of competence domain.

5. **"Problem-Inquiry- Based Learning Strategy":** this strategy will include different methods that suit level- eight -Ph.D. students of the program. For example, Project Work, Online Conference courses based on e-Learning. Moreover, the integration of Laboratory works using language labs. Additionally, Field Work, along with Clinical Practices, are used in the dissertation phase to collect data and obtain research results. Other areas of this strategy can be implemented in the form of Practical Skills, workshops, and seminars that are held periodically to discuss some research issues or theoretical topics related to the course content of the program. The "Problem-Inquiry- Based Learning Strategy" is more related to the program learning outcomes falling in the area of skills competence domains.

6. "**Independent learning strategy**": in which PhD candidates take full command of learning certain concepts by researching, reading, independently looking for knowledge via all possible venues.

7. "**Project based learning strategy**": in which candidates collaborate together or work individually on specific linguistic projects/ research topics to reach the required project outcomes.

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 once in the program's cycle).

- **Indirect Assessment of Program Learning Outcomes:**

The Program Board and directors, chaired by the Vice-Dean of Graduate Studies undertake general surveys/audits of students' satisfaction, staff satisfaction and employers' satisfaction to identify potential areas for development where necessary. The Head of the Program will ensure that such information is appropriately collected and discussed with all the concerned parties.

 - **Direct Assessment of Program Learning Outcomes:**

Assessing the program learning outcomes directly to gauge the level of their achievement includes the following procedures:

A) Following-up with the relevant KPIs which include:

- Presence of course coordinators

- Double verification of electronically entered marks by colleagues in the program. The Chairman of each department verifies students' grades by cross-checking with the course tabulation sheet.
- Peer review of subjective assessment of short exams, assignments, research papers, reports, presentations, or practical and field performance records wherever applicable.
- Instructors submit course portfolios at the end of the term with samples of graded papers and copies of the other works delivered by the students.
- Professional benchmarking (for evaluating program markers of accomplishment or KPIs; e.g., completion rates of comprehensive exam, interviews, dissertation defences, nominal time for program completion)
- Establishing an "assessment unit" to oversee and regulate the conduct of the evaluation procedures with the following responsibilities:

  a) Assessment blueprinting of all students' accomplished works and coverage of student learning outcomes (CLOs) as per NCAAA Course specification (C.S.)
  b) Item analysis
  c) Analysis of obtained results and record them in course reports

B) Student Assessment Methods:

Assessing the PLOs depend on diverse evaluation methods as specified in the course specifications for the CLOs of each course. The choice of strategy depends on the content of a course and how it best measures each domain of learning.

- Formative diagnostic assessment (i.e. progress achievement testing)
- Formal summative assessment (i.e. final achievement in-class testing)
- Graded home assignments
- Seminar discussions or presentations
- Self-editing tasks (e.g. in workshops, collaborations, using proof-reading skills...etc.)
- Student presentations (e.g.PPT)
- Portfolios (training, personal achievement, reflection...etc.)
- Research papers
- Book reviews
- Analytical reports
- Article critique
- Collaborative work
- Peer assessment (monitored by instructor)
- External assessment (for evaluating the final dissertation)
- Dissertation (final defence)

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

After successfully completing LNG 7301 and its requirements, students are allowed to register for LNG7399 which is the Dissertation. The program follows the general guidelines and regulations for academic dissertations at higher studies programs articulated the the Deanship of Higher studies at Imam Mohammad Ibn Saud Islamic University. The student is assigned an academic advisor who organizes regular meetings and academic advisory with the student until the topic of the dissertation is selected and a research proposal is submitted for approval. A scientific committee headed by the Chair of the Department with College's Vice Dean for Higher Studies as a member sends the proposal to two specialized reviewers who evaluate the proposal and provide feedback for the student. Once the proposal is revised and officially approved, the committee assigns a dissertation supervisor following the guidelines and regulations of the Deanship of Higher Studies. The dissertation supervisor must hold an associate or professorship degree in the specialization of the students.

Thesis Registration By laws

Dissertation composition guidelines

Dissertation official templates

2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Supervisory work covers all the successive stages involved in the completion of the dissertation:

1) *Documentation and data collection stage*: The student is fully guided and supported by the supervisor in gaining official access to databases and library resources inside and outside the KSA.

2) *Writing up stage*: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period timed reports on the student's progress.

3) *Final submission stage:* the student submits the final version of his dissertation. The supervisor write an official declaration that the dissertation has been completed and that it meets accepted scientific standards. The letter entails an official request for organizing Dissertation defense.
These steps conform to:
Imam University's Deanship of higher studies

Unified By Laws for Postgraduate Studies in Saudi Universities

3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

The Scientific Committee works with the student's supervisor to establish a defense panel. At least one member of the defense panel must hold full-professorship degree. Furthermore, at least one member of the defense must be external (from a different university). All these guidelines are articulated by the Deanship of Higher Studies following the Unified Regulations Guide of Higher Studies in Saudi Arabia.

These steps conform to:
Imam University's Deanship of higher studies
Unified By Laws for Postgraduate Studies in Saudi Universities

H. Student Admission and Support:

1. Student Admission Requirements:

- *University Enrolment Requirements:*

1. Saudi nationality or an official grant on an exchange program if not a Saudi
2. A university degree obtained from a Saudi or other recognized university
3. Good behaviour and medical fitness
4. Two letters of recommendation delivered by the candidate's former instructors
5. Employer's permission if applicable
NB: The candidate is not authorized to concurrently enrol in two programs.
- *Department of English Enrolment Requirements:*
1. Holding a BA and MA degrees in one of the following majors with a minimum GPA of (3.75 out of 5.00):
    a. BA/MA in English Language
    b. BA/MA in English Literature
    c. BA/MA in English Language and Literature
    d. BA/MA in English Language and Linguistics
    e. BA/MA in English Language and Translation
2. At least 80 points in the Post-Graduate General Aptitude Test (Qiyas)
3. A minimum IELTS academic score equal to (6.5) or its TOEFL equivalent (especially in writing and reading skills)
4. A model of a student's research production, which can be either a paper presented to the MA courses or the MA thesis
5. A statement letter (written in English) on the purpose of the study
6. Passing the program admission test and admission interview
7. Selecting the best candidates having prior experience and training record in case of equal candidates' scores or excess in the number of applicants to the program
8. C.V.

More details of program requirements for admission

 university's higher studies admission requirements

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).

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.
2- Familiarizing them with the specific regulations and the registration process of the Doctor of Philosophy in Applied Linguistics program at Imam Mohammad Ibn Saud University.

3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines.

4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds, students' activities centres, etc. during these tours, the advising team locates the classrooms for them before classes begin.

5- Introducing students to the program's faculty members who are students' potential PhD supervisors and their research interests.

Manual guide for postgraduate students at the university

Upon the completion of the orientation program, postgraduate students receive a package that includes:

1- The Student Handbook, The Student ID Card, with terms and conditions.
2- The Academic Calendar.
3- Location maps to the building facilities and classrooms.
4- A booklet on how to create an email, Banner, and blackboard accounts.
5- Security documents explaining to the students how to receive security stickers for their cars.
6- Healthcare booklet
Freshmen's Manual

University Student Manual

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)

Academic Counselling:

In collaboration with the English department, the QADU prepares a yearly counselling calendar for students. The counselling program is meant to provide assistance to students in matters related

to students' diverse activities within the university and if need be to respond favourably to their psychological needs. The Unit uses digital means in its counselling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

1. The General Academic Advisory office in both Male and Female Sections handles personal counselling case by case. For example, students requiring in-depth individual counselling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.

2. In the student-mentoring unit, a faculty member is assigned to about 3-4 doctoral students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.

3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.

4. The *Special Needs Unit* in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.

5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department. more details are included in the academic counselling manual

6. Social and psychological consultation is provided for students through *Enaya Unit* under the deanship of Students' Affairs which arrange for confidential counselling appointments by certified specialists.

Enaya unit website

4. Special Support:

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

Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some particular tests are given to these students to improve their low achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process.

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	1	1	- Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions	1	1	2
Associate Professor	2	2	Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions	2	2	4
Assistant Professor	3	3	- Specialists background in linguistics - Combined profile (academic and professional experience in Applied Linguistics)	3	3	6
Technicians and Laboratory Assistant	2	2	- Experience in tutorial work -Current enrollment in postgraduate programs	2	2	4
Administrative and Supportive Staff	2	2	Experience in tutorial work - Current enrollment in postgraduate programs	2	2	4

Others (specify)	1	1	Experience in equipment installation and maintenance	1	1	2

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.)

1. The university operates two central university libraries in its campus, which are Prince Sultan Library for Science and Knowledge and the King Abdullah City's Central Library.
2. Subscriptions to paper and online periodicals are annually updated in accordance with emerging program needs.
3. 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.
4. 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.
5. The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, Blackboard, and Microsoft Office 365.
6. The library consistently updates and tracks with what comes new to the field in the form of books and journals.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

The college is well equipped with all the necessary conditions for the program in terms of libraries, medical center and lecture rooms to ensure the success of the program. The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services. The availability of a rich library with highly reputed online databases makes it easy for PhD students to widen their knowledge and to engage in research activities that are closely related to their PhD program. The availability of enough space for teaching makes it possible to offer lectures during convenient time for students without any pressure.

3. Procedures to ensure a healthy and safe learning environment:

(According to the nature of the program)

(Much attention is being paid to issues of health and safety standards to better the environmental quality of the campus. The university has an excellent geographical location in that it is relatively far away from the over crowdedness and pollution of the city. The campus will soon be part of the state' s big environmental project that is meant "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/). Such project will be much to the advantage of PhD students.

Furthermore, safety and security is an essential priority for all members of the university. The General Administration of Safety and Security at the university plans, evaluate regularly and act promptly for any safety concerns to ensure that safety standards are maintained at the highest level all the time.

The Deanship of student affairs has established a Special Unit for social and psychological consultation which aims at supporting students emotionally and socially during their learning experience.

Added to that, the program also has its own procedures to ensure a healthy environment, and this includes:

1. Clear Policies and Guidelines: the program has established clear policies and guidelines that outline expectations for behavior, academic integrity, safety protocols, and any other relevant aspects. These policies are communicated to all students and faculty members to ensure everyone understands their responsibilities.

2. Safe Physical Environment: The program strives to maintain a safe physical environment by regularly inspecting facilities, classrooms, laboratories, and common areas for any potential hazards or safety concerns. If any concern is inspected, a promptly action is taken to address and rectify any identified issues to ensure the well-being of students and staff.

3. Safe disposal of software waste: the program organizes with the General Administration of Safety and Security at the university for disposal of such waste on a regular basis.

4. Emergency Preparedness: Emergency response protocols are developed including evacuation procedures, location of emergency exits, and contact information for relevant authorities. Periodic drills or training sessions are conducted regularly to ensure that everyone is aware of the procedures to follow during emergencies.

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to quality assurance manual.

The program quality assurance system includes the following:
1. The program provides a unified course specification for each of the courses.
2. The course specifications are written in view of the "National Qualification Framework."
3. The course specifications are to be observed by all instructors of the different sections in both the male and female campuses.
4. Each instructor writes a course report for each course he/she is teaching.
5. Each instructor provide students with a course syllabus and send a copy for the quality assurance unit.
6. Each instructor provide varying-level samples of students' course work and final exam.
7. Earlier course reports and suggested action plans are sent to instructors who currently teach the course so that they apply the required suggested actions.

Quality Assurance Manual

2. Program Quality Monitoring Procedures:

Program quality monitoring procedures are done based on annual reviews and planning for improvement as follows:
1. A subject coordinator and a course convener are appointed (from both the male and the female campuses) for each subject and each course to ensure that the new specification is

followed.

2. A unified policy concerning textbooks, scope, and depth of coverage of content, exams, and marking rubrics are established and followed by the subject coordinator.

3. The course convener compose a generalized course report complied from a synthesis of course reports submitted by different instructors.

4. Teaching staff from the male and female sections have participation in monitoring program quality through surveys distributed to them to evaluate the program almost every semester or annually. Upon their evaluation plans for improvement, action plans are initiated and implemented for areas of weaknesses.

Program Quality Monitoring Procedures

More here

3. Procedures to Monitor Quality of Courses Taught by other Departments:

N/A

4. Procedures Used to Ensure the Consistency between within the main campus:

(including male and female sections).

1. All of the courses are taught be usually the same professor at the same time.
2. Evaluation and assessment methods are essentially the same for all students
3. Facilities and resources are equally accessible for both male and female learners.

5. Assessment Plan for Program Learning Outcomes (PLOs):

The Assessment plans of the Quality Assurance Deanship include multiple processes to evaluate and develop the program learning outcomes. These Quality Assurance procedures include:

1. Appointing subject coordinators and Course conveners for each subject and each course.

2. The coordinators and conveners hold regular meetings with the instructors of the different sections of each subject and course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes. Conducting peer review is a regular process among instructors to disseminate good practice.

3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students experience surveys.

4. The program obtains assessments of the overall quality of the program and achievement of its intended learning outcomes from different resources:
- Current students and graduates of the program.
- Graduate Satisfaction Surveys
- Student Experience Survey
- independent advisors and evaluator(s)
- Employers, Advisory Committee, and other stakeholders Surveys

5. Based on the results obtained from the different resources above, special reports are written about each survey. Actions plans are decided based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close the Quality Loop according to the action plan report.

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, alumni	Surveys, peer classroom observation	Tri-annual End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	Tri-annual End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis sheet	Tri-annual End of term
Employability	Potential employers: governmental agencies &private business	Surveys, interviews, alumni	Annual (end of academic year)
Stakeholders' satisfaction	Students, faculty, employers	Surveys	Annual (end of academic year)
Program leadership	Alumni, faculty, students	Surveys, KPI Analysis Sheet	Annual (end of academic year)

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.)

7. Program KPIs:*

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

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Annual -by the end of the third trimester of the school year
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	80%	Qualitative indicators: Surveys and periodic self-study	After completion of program requirements and Before receiving graduation certificate
3	KPI-PG-3	Students evaluation of the quality of courses	80%	Electronic surveys	By the end of every course
4	KPI-PG-4	Students evaluation of the quality of supervision	75%	Program periodic self-study report	By the end of every trimesters when registered at Ling 7399

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
5	KPI-PG-5	Average time for students' graduation	4 years	KPI Analysis Sheet	When receiving graduation certificate
......	KPI-PG-6	Rate of students dropping out of the program	10%	KPI Analysis Sheet	Annual -by the end of the school year
	KPI-PG-7	Graduates' employability	75%	KPI Analysis Sheet	One year post graduation
	KPI-PG-8	Employers' evaluation of the program graduates' competency	75%	KPI Analysis Sheet	One year post graduation
	KPI-PG-9	Students' satisfaction with the provided services	80%	Electronic surveys	Triannual
	KPI-PG-10	Ration of students to faculty members	5:1	Common Dataset Form	Annual- at the first trimester of every school year
	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	85%	Common Dataset Form	Annual- at the second trimester of every school year
	KPI-PG-12	Proportion of faculty members leaving the program	5%	Common Dataset Form	Annual- by the end of the third trimester
	KPI-PG-13	Satisfaction of beneficiaries with learning resources	85%	KPI Recommendation and Approval Sheet	Biannual during 1st and 3rd trimester
	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	80%	Periodic program self-study report	Biannual during 1st and 3rd trimester
	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis Sheet	Annual during the third trimester
	KPI-PG-16	Rate of published research per faculty member	2:1	KPI Analysis Sheet	Annual during the third trimester
	KPI-PG-18	Percentage of students' publication	70%	KPI Analysis Sheet	Annual during the third trimester

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	College's Council
Reference No.	Minutes 25
Date	24 August 2023