



Program Specification

— (Bachelor)

Program: **English Language**

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

Qualification Level: **Bachelor (Level 6)**

Department: **English Department**

College: **Education**

Institution: **Majmaah University**

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

Last Review Date: **October 2023**

[Previous Program Specification](#)



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A. Program Identification and General Information

1. Program's Main Location :

Majmaah University, Main Campus

2. Branches Offering the Program (if any):

1. Zulfi
2. Houtat Sudair
3. Ghat
4. Rumah

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: Linguists and Applied Linguists, EFL Teachers, Translators, Journalists, Diplomats, Presenters, University Teaching Assistants, Language Counselors and Consultants, etc.

5. Relevant occupational/ Professional sectors:

Ministry of Education, Public/Private Universities, Scientific Research Institutions, Translation and Publishing Houses

6. Major Tracks/Pathways (if any):

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

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

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

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 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	12	12	9
	Elective	0	0	0
College Requirements	Required	0	0	0
	Elective	0	0	0
Program Requirements	Required	42	120	90
	Elective	0	0	0
Capstone Course/Project		1	2	1
Field Training/ Internship				
Residency year				
Others				
Total				

* 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 4	ENGL221	Principles of Literary Criticism	Required	-	3	Department
	ENGL222	British Novel & Drama	Required	ENGL211	3	Department
	ENGL223	Collaborative Writing	Required	-	2	Department





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	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	K3	---	S1	S2	S3	S4	V1	V2	----
ENGL111		I			I					I	
ENGL112		I			I				I		
ENGL113		I			I					I	
ENGL114	I					I					
ENGL121		I			I					I	
ENGL122	I				I	I				I	
ENGL123		I			P					P	
ENGL124	I				I	I				I	
ENGL211	I				I	I			I		
ENGL212		P			P					P	
ENGL213		I			I	I			I		
ENGL214	P				P					P	
ENGL215	I				I	I				I	
ENGL221	I				I	I				P	
ENGL222	I					I	I			P	
ENGL223		P			P		P		P		
ENGL224	I					I		I		P	
ENGL225	P					P	P			P	
ENGL311	I					P	P		M		
ENGL312		P			I	I			P		
ENGL313	I				M	P			P		
ENGL314	I				P			P	P		
ENGL315	P				P			P	P		
ENGL316	I				P	P				P	
ENGL321	P				P	M				M	
ENGL322	M				M	M				M	
ENGL323	P				I	I			P		
ENGL324	I				P			P	M		
ENGL325	I				I	M				P	
ENGL411	I					P	P			P	
ENGL412		M			M	M				M	





Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	S4	V1	V2	----
ENGL413	<i>P</i>				<i>P</i>	<i>M</i>				<i>P</i>	
ENGL414	<i>I</i>				<i>P</i>	<i>M</i>				<i>P</i>	
ENGL415	<i>M</i>				<i>M</i>			<i>M</i>		<i>M</i>	
ENGL416	<i>P</i>				<i>P</i>	<i>M</i>				<i>M</i>	
ENGL421	<i>M</i>				<i>P</i>	<i>M</i>				<i>M</i>	
ENGL422	<i>M</i>				<i>M</i>	<i>M</i>			<i>P</i>		
ENGL424	<i>I</i>				<i>M</i>	<i>M</i>				<i>P</i>	
ENGL423	<i>P</i>				<i>P</i>	<i>M</i>			<i>P</i>		
ENGL425	<i>M</i>				<i>P</i>	<i>M</i>			<i>P</i>		
ENGL426	<i>M</i>				<i>M</i>	<i>M</i>			<i>M</i>		
ENGL427	<i>P</i>				<i>P</i>	<i>M</i>				<i>M</i>	
ENGL428	<i>M</i>				<i>M</i>		<i>M</i>			<i>M</i>	

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

In general, the program encourages a conducive environment in which teaching and learning should be smooth, collaborative and stress-free.		
Learning Outcomes	Teaching Strategies	Assessment Methods
K.1	Structured class discussions and debates	MCQ
	Individual Reading	Essay Questions
	Listening exercises	Assignments (provide rubric)
K2	In class worksheets	Oral questions
	Lectures	



The program encourages a conducive environment in which teaching and learning should be smooth, collaborative and stress-free through:

Learning Outcomes	Teaching Strategies	Assessment Methods
S1	Interactive class discussions and debates. Supervised problem-solving. Group and individual assignments and discussion Role-play scenarios Listening exercises	<ul style="list-style-type: none"> • Oral questions • Fill in the blank • MCQ • Essay Questions
S2	Individual and group speech, presentation, and assignments. In class worksheets In-class guided work Lectures	<ul style="list-style-type: none"> • Assignments (provide rubric) • Practical study report (provide rubric)
S3	Class exercise Assignments, and projects	<ul style="list-style-type: none"> • Rubric to evaluate individual and group speech, presentation, and assignments. • Rubric to evaluate participation or presentation
S4	Participation and presentation Assignments/Research using online resources. Use of web-related material. Use of e-libraries Class discussion	<ul style="list-style-type: none"> • Rubric to evaluate assignments or research • Observation

Learning Outcomes	Teaching Strategies	Assessment Methods





V1	Group and individual assignments, presentations, and worksheets	Group observation (provide rubric)
V2	Debates on extracurricular topics. Peer discussion	Rubric of assignment

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
K1 K2	Midterm Exams Quizzes Final Exams Assignments	Program Evaluation Survey Student Experience Survey
S1 S2	Midterm Exams Quizzes Final Exams Assignments	Program Evaluation Survey Student Experience Survey
V1 V2	Assignments (group word/individual work) Presentation (group word/individual work)	Program Evaluation Survey Student Experience Survey

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 a preparatory Intensive English Program (IEP) for one semester.
4. Students must pass the IEP with a GPA of at least 65%. There is an opportunity to re-take the IEP for those who gain a grade of 64-55%.
5. 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 session, a special meeting is arranged with the new students in which they are given full 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		7	1	8
Assistant Professor	English	Literature/ Translation		4	4	8
Lecturer	English	Literature/ Applied Linguistics/ Translation		5	15	20
Teaching Assistant	English	General English		0	0	0
Technicians and Laboratory Assistant	Computer programming and maintenance	Programming		1	1	2
Administrative and Supportive Staff	-	-		2	2	4
Others (specify)	-	-				-

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.

Textbooks are available on the book stores and a special photocopy corner has been provided in the University for an easy access to reading materials and notes.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

1. Department library is there to cater to immediate learning needs.
2. Central library with a huge 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 in the premises of the University 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:

- **Establish Safety Policies:** Develop and communicate explicit safety policies and procedures to all staff and students. These policies should include emergency response protocols, first aid procedures, campus safety measures, and reporting guidelines for safety concerns.
- **Conduct Regular Risk Assessments:** Regularly assess potential risks and hazards in the college premises. Identify areas that may pose safety concerns, such as laboratories, workshops, or sports facilities, and implement appropriate measures to mitigate these risks.
- **Maintain a Clean and Hygienic Environment:** Ensure that the college premises are regularly cleaned and maintained to provide a hygienic environment. Establish protocols for waste management, cleaning schedules, and the availability of hand sanitizers and handwashing facilities throughout the campus.
- **Implement Safety Training:** Provide comprehensive safety training to staff and students. Educate them on topics such as fire safety, chemical handling, electrical safety, and personal safety. Conduct regular drills and exercises to practice emergency procedures.
- **Promote Mental Health and Well-being:** Recognize the importance of mental health and well-being in a learning environment. Offer resources such as counseling services, support groups, and mental health awareness campaigns. Encourage students to seek help when needed and promote a culture of empathy and understanding.
- **Ensure Adequate Security Measures:** Implement security measures to safeguard the college premises. This may include access control systems, surveillance cameras, and security personnel. Conduct regular security audits and make necessary improvements based on the findings.
- **Address Accessibility Needs:** Create an inclusive environment by addressing accessibility needs. Ensure that the college facilities are accessible to individuals with disabilities and provide necessary accommodations and support services.
- **Foster Respectful and Inclusive Culture:** Promote a culture of respect, inclusivity, and tolerance within the college community. Encourage open dialogue, diversity, and acceptance of different perspectives. Implement policies and procedures to prevent discrimination, harassment, and bullying.
- **Establish Communication Channels:** Establish effective communication channels to disseminate important information related to safety and well-being. This may include emails, notice boards, mobile applications, or online portals. Encourage students and staff to report safety concerns promptly.
- **Regularly Review and Update Procedures:** Continuously evaluate the effectiveness of safety procedures and make necessary improvements. Stay updated with the latest safety regulations and best practices in the education sector.

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.

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

The English department is committed to submitting quality files by NCAAA to the Deanship of Development and Quality. The quality and professional development unit is responsible for assuring that the department meets quality requirements. As part of the collective responsibility of the faculty members is to complete course specifications, course reports, course portfolios documents and send them to the Deanship of Development and Quality. This part is essential for providing information for the Deanship and the department on the performance of student, teachers, and the program. The course specifications are prepared collaboratively with the other English branches, while course reports and protocols are completed by individual faculty members in consultations with the Academic Board and Quality and Development Unit. The Deanship of Development and Quality supplied faculty members with course evaluation surveys and student surveys of lecturing skills on which students grade the performance of their teachers each semester for the courses they taught. The results of these surveys help the teachers to reveal their strengths and weaknesses and find ways of improving their performance. A program annual report is prepared at the end of each after considerations of course reports and other information about the delivery of the program. This report describes how and what happened in the program compared with what was intended to happen and indicates any changes that should be made for future delivery as a result of one-year experience of functioning.

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

All the branches of the English Department (Zulfi, Houtat Sudair, Ghat, and Rumah along with their female sections) follow a unified Study Plan, Course specifications, course reports, admission regulations and complete the same quality forms. An annual report is submitted by each branch to the main department at the main campus to ensure consistency of functioning

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

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, visits, etc.	End of academic year, etc.
Teaching Effectiveness and Assessment	Students, faculty, program leaders, etc.	Surveys, interviews, visits, etc.	End of semesters, etc.



Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
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 (____) 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 out of 5	Surveys	Every Semester
2	KPI-P-02	Students' evaluation of the quality of the courses	4	Surveys	Yearly
3	KPI-P-03	Completion Rate	50	Data collected for e-register	Every Semester
4	KPI-P-04	First-year students retention rate	80%	Final Exam Evaluation Reports	Every year
5	KPI-P-05	Students' performance in the professional and/or national examinations	70%	Surveys	Every Semester
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	50%	Surveys/Interviews	Updated every Semester
7	KPI-P-07	Employers' evaluation of the program graduates proficiency	3.5	Surveys	Every Semester
8	KPI-P-08	Ratio of students to teaching staff	1:20	International program data	Yearly
9	KPI-P-09	Percentage of publications of faculty members	70%	Interviews, documents, Google scholar, WhatsApp, etc.	Yearly
10	KPI-P-10	Rate of published research per faculty member	2:1	Surveys	Yearly
11	KPI-P-11	Citations rate in refereed journals per faculty member	Google Citation per faculty member 1-2	Google scholar, Scopus, Web of science , etc.	Yearly

*including KPIs required by NCAAA





H. Specification Approval Data:

Council / Committee	
Reference No.	
Date	

