اعتماد
NCAAA

T3

2020

Program Specification

Program Name: Bachelor of Arts in English	
Qualification Level: Undergraduate/Bachelor's degree	
Department: Department of English Language	
College: Languages and Translation	
Institution: King Khalid University	

Content

A. Program Identification and General Information

1. Program Main Location:
Guraiger (Main Campus)
2. Branches Offering the Program:
Abha, Khamis Mushait, Ahad Rufaidah, Rijal Almaa'a, Majardah, Tanumah, Muhayil, and Dhahran Aljanoob
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)

- The Bachelor of Arts in English program was developed to align with the education policy in Saudi Arabia since English is a medium of instruction in different majors such as medicine and engineering and is widely used as a means of communication in business. Further, English is a global language by which Saudi Arabia can share its rich values and culture with the rest of the world as one of the leading countries in economy, politics, and science.
- Meeting the needs of teaching English in Saudi Arabia.
- Preparing translators to meet the needs of the labor market.

4. Total Credit Hours for Completing the Program: (120 credit hours)

5. Professional Occupations/Jobs:

1. English Language Teachers
2. Translators
3. Tourist guides
4. Editors
5. Proofreaders

6. Major Tracks/Pathways (if any)**: NA**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA

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

Intermediate exit points/awarded degree	Credit hours
NA	NA
NA	NA
NA	NA

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Developing students' academic and professional competencies in the English language, enabling students to improve their research skills and academic writing proficiency. Our ultimate goal is effective contribution in serving our community in the fields of English language studies and translation.

2. Program Goals:

1. Achieve higher proficiencies in all English language skills: Develop language skills utilizing theory and expanding the scope of knowledge and skills through practical language usage (written and spoken)

2. Program Goal 2. Critical Thought and Inquiry: Introduce fundamental academic research skills and develop critical thinking skills for academic inquiry and higher-level problem-solving.

3. Provide superior English language training to help students acquire the skills necessary to achieve their goals: Ensure that graduates have the requisite language skills and abilities for academic and professional endeavors in the current and anticipated labor market.

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

Mapping Between Program Mission and Faculty Mission and Mapping Between Faculty Mission and University Mission can be accessed by click here.

4. Graduate Attributes:

1. Effective communication in English
2. Advanced knowledge of English language and Literature
3. Creative, analytical, interpretive, reflective and problem-solving skills
4. Academic integrity and ethically-based research skills
5. Time management, teamwork, interpersonal and IT skills.

5.Program learning Outcomes*

Knowledge and Understanding

K1	Recognize English language sounds, structures, and meanings
K2	Define the major key terms within the fields of linguistics, applied linguistics, literature, and translation.
K3	Articulate and explain the major theories, techniques, strategies, principles, and practices within the field of English language.

Skills

S1	Apply effective listening strategies to understand the main ideas of complex spoken texts on both concrete and abstract topics.
S2	Speak fluently and spontaneously to communicate information, ideas, thoughts, and beliefs on a wide range of topics.
S3	Read, analyze and critically evaluate a range of familiar and unfamiliar texts.
S4	Write well structured, complex academic texts on a wide range of topics.
S5	Apply deep knowledge of the form, meaning, and usage of the English language to a variety of oral and written texts.
S6	Critically analyze and appreciate a range of literary genres such as poetry, short stories, novels, and plays.
S7	Translate and interpret a variety of text types appropriately and accurately from English<>Arabic.
S8	Apply theories and practices of teaching and learning a foreign language in relevant contexts.
S9	Apply research skills and methods to conduct research and deliver effective presentations.

Values	
V1	Critically reflect on their own learning experience of English and explore options to continuously develop their competence as critical readers, writers, and communicators.
V2	Communicate appropriately, accurately and effectively as intercultural leaders and contributing citizens Who value diversity
V3	Work ethically and professionally as a part of a team or independently.

* 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	7	14	11.66
	Elective	-	-	-
College Requirements	Required	-	-	-
	Elective	-	-	-
Program Requirements	Required	39	106	88.34
	Elective			
Capstone Course/Project	-	-	-	-
Field Experience/ Internship	-	-	-	-
Others	-	-	-	-
Total		46	120	100

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	111SLM	Islamic Culture (1)	Required	-	2	Institution
	201ARB	Language Skills	Required	-	2	Institution
	ENG 110	Listening & Speaking (1)	Required	-	3	Department
	ENG 111	Reading Comprehension (1)	Required	-	3	Department
	ENG 112	Writing (1)	Required	-	3	Department
	ENG 113	Grammar (1)	Required	-	3	Department
Level 2	112SLM	Islamic Culture (2)	Required	-	2	Institution
	ENG 114	Listening & Speaking (2)	Required	ENG 110	3	Department
	ENG 115	Reading Comprehension (2)	Required	ENG 111	3	Department
	ENG 116	Writing (2)	Required	ENG 112	3	Department
	ENG 117	Grammar (2)	Required	ENG 113	3	Department
	ENG 118	Study Skills	Required	-	2	Department
Level 3	113SLM	Islamic Culture (3)	Required	-	2	Institution
	ENG 210	Listening & Speaking (3)	Required	ENG 114	3	Department
	ENG 211	Reading Comprehension (3)	Required	ENG 115	3	Department
	ENG 212	Writing (3)	Required	ENG 116	3	Department
	ENG 213	Grammar (3)	Required	ENG 117	2	Department
	ENG 214	Vocabulary Building (1)	Required	-	3	Department
Level 4	101HLG	Computer Science	Required	-	2	Institution
	ENG 215	Listening & Speaking (4)	Required	ENG 210	3	Department
	ENG 216	Reading Comprehension (4)	Required	ENG 211	2	Department
	ENG 217	Writing (4)	Required	ENG 212	2	Department
	ENG 218	Grammar (4)	Required	ENG 213	2	Department
	ENG 219	Vocabulary Building (2)	Required	ENG 214	3	Department
Level 5	114SLM	Islamic Culture (4)	Required	-	2	Institution
	202ARB	Arabic Editing	Required	-	2	Institution
	ENG 310	Speech Workshop	Required	-	2	Department
	ENG 320	Introduction to Linguistics	Required	-	3	Department
	ENG 321	Phonetics	Required	-	3	Department
	ENG 330	Introduction to Literary Forms	Required	-	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 6	ENG 311	Writing for Specific Purposes	Required	ENG 217	3	Department
	ENG 312	Technology And Language Learning	Required	-	3	Department
	ENG 325	English Phonology	Required	ENG 321	3	Department
	ENG 331	Short Story	Required	ENG 330	2	Department
	ENG 332	Drama	Required	ENG 330	2	Department
	TRN 340	Translation (1)	Required	-	2	Department
Level 7	ENG 411	Research Methods	Required	ENG 217	3	Department
	ENG 426	Morphology	Required	ENG 320	3	Department
	ENG 422	Applied Linguistics (1)	Required	-	3	Department
	ENG 430	Poetry	Required	ENG 330	2	Department
	ENG 431	Novel	Required	ENG 330	2	Department
	TRN 440	Translation (2)	Required	TRN 340	2	Department
Level 8	ENG 423	Applied Linguistics (2)	Required	ENG 422	3	Department
	ENG 427	Syntax	Required	ENG 320	3	Department
	ENG 425	Preparation for International Tests	Required	ENG 218	3	Department
	ENG 433	Modern Literary Movements	Required	ENG 330	2	Department
	TRN 441	Translation (3)	Required	TRN 340	2	Department

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

3. Course Specifications
Insert hyperlink for all course specifications using NCAAA template

https://flt.kku.edu.sa/en/content/2451

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.	Knowledge			Skills									Values		
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	V.1	V.2	V.3
ENG 110	I	-	I	I	I	-	-	-	-	-	-	-	I	I	I
ENG 111	-	I	I	I	-	I	-	-	-	-	-	-	I	I	I
ENG 112	-	-	-	-	-	-	I	I	-	-	-	-	I	I	-
ENG 113	I	-	-	-	-	I	-	-	-	-	-	-	-	I	I
ENG 114	-	-	M	M	-	M	-	-	-	-	-	-	M	I	-
ENG 115	I	I	-	I	I	-	-	-	-	-	-	-	M	M	M
ENG 116	I	-	M	-	-	M	M	-	-	-	-	-	M	M	M
ENG 117	I	I	I	M	M	M	-	-	-	-	-	-	M	M	M
ENG 118	-	-	I	I	-	M	-	-	-	-	M	-	M	M	M
ENG 210	M	-	M	M	M	-	-	M	-	-	-	-	P	P	M
ENG 211	M	M	M	-	P	P	-	P	M	-	-	-	P	P	M
ENG 212	M	M	-	-	M	M	-	-	-	-	-	-	M	-	P

Course Code & No.	Knowledge			Skills									Values		
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	V.1	V.2	V.3
ENG 213	M	M	M	M	M	M	-	-	-	-	-	-	M	M	M
ENG 214	I	I	I	-	M	M	M	M	-	-	-	-	I	-	I
ENG 215	-	P	-	P	-	M	-	P	-	-	-	-	P	P	P
ENG 216	P	-	P	P	-	P	-	-	-	-	-	-	P	P	P
ENG 217	P	-	P	-	-	-	P	-	-	-	-	-	-	P	P
ENG 218	P	P	-	P	P	-	-	-	-	-	-	-	P	P	P
ENG 219	M	-	-	-	M	M	M	P	-	-	-	-	M	M	M
ENG 310	-	I	I	P	-	-	-	-	-	-	-	-	M	-	P
ENG 320	I	I	-	-	-	M	-	-	-	-	-	M	M	M	M
ENG 321	I	I	M	-	M	-	-	M	-	-	-	P	M	M	M
ENG 330	I	I	-	-	-	M	-	-	-	-	-	-	M	-	M
ENG 311	-	-	P	-	-	-	M	M	-	-	-		P	P	P
ENG 312	-	I	I	-	M	I	M	-	-	-	M	M	P	P	P
ENG 325	M	-	M	-	P	-	-	P	-	-	-	-	P	P	P
ENG 331	-	P	P	-	-	P	-	P	P	-	-	-	P	P	-
ENG 332	-	P	P	-	-	P	-	-	P	-	-	-	P	-	P
TRN 340	I	I	-	-	M	-	-	-	-	-	-	-	M	-	M
ENG 411	-	M	M	-	P	P	-	-	P	-	-	M	M	M	M
ENG 422	P	P	-	P	P	P	-	-	-	-	-	-	P	P	P
ENG 426	P	P	-	M	M	M	-	-	-	-	-	-	P	-	P
ENG 430	-	P	P	-	-	P	-	-	P	-	-	-	M	M	M
ENG 431	-	P	P	-	-	P	-	-	P	-	-	-	P	P	P
TRN 440	M	M	M	M	-	-	M	M	-	M	-	M	M	M	M
ENG 423	-	P	P	-	P	P	-	-	-	-	P		P	P	P
ENG 427	-	P	-	P	P	P	-	-	-	-	-	-	P	P	P
ENG 425	P	P	P	-	-	P	-	P	-	-	-	-	P	P	P
ENG 433	-	P	P	-	-	P	-	-	P	-	-	-	P	P	P
TRN 441	-	P	P	-	-	-	-	-	-	P	-	-	P	P	P

* Add a table for each track (if any)

---

5. Teaching and learning strategies to achieve program learning outcomes

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

The Bachelor of Arts in English program employs different teaching and learning strategies to achieve the program learning outcomes. These strategies include lectures, classroom discussions, group discussions, tutorial sessions, classroom presentations, debates, teamwork, decision making, and self-education.

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.

The Bachelor of Arts in English program employs different assessment methods for program learning outcomes such as tests, quizzes, presentations, group discussions, assignments, mini-research, and peer evaluation.

D. Student Admission and Support:

1. Student Admission Requirements
The admission requirements for the Bachelor of Arts in English program are as follows: 1. The applicant must be a Saudi national. 2. The applicant must hold a Secondary School Certificate or its Equivalence. 3. The applicant must have obtained his Secondary School Certificate within the last preceding four years. 4. The applicant must have passed the General Aptitude Test (GAT). 5. The applicant must not have previously enrolled in or academically dismissed from King Khalid University or any other university. 6. The applicant must sit for the English Language Placement Test (ELPT) and obtain at least 60% to be enrolled in the department.
2. Guidance and Orientation Programs for New Students
Prior to the start of classes, an academic orientation is scheduled for all new students to acquaint them with the general academic university regulations, policies, and services. During orientation, the Bachelor of Arts in English program arranges an agenda to provide an introduction to students' rights and responsibilities and university life through campus tours and visits, meetings, lectures, demonstrations, and other activities.
3. Student Counseling Services (academic, career, psychological and social)
1. There is an academic advisor for the Bachelor of Arts in English program who holds meetings with students, especially the newcomers, to explain the university's rules and regulations and the program. 2. Individual academic advisors are assigned to a group of students. Each individual advisor should offer advice and counseling for his group. 3. Teachers are required to announce their office hours and ensure that their students are aware of that. The academic advisor explains and follows up the study plan of students.
4. Special Support (low achievers, disabled, gifted and talented)
Managed by the Guidance and Counselling Unit

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	3	-	-	2	1	3
Associate Professors	11	-	-	8	3	11
Assistant Professors	43	-	-	30	13	43
Lecturers	40	-	-	25	15	40
Teaching Assistants	25	-	-	15	10	25
Technicians and Laboratory Assistants	NA	-	-	NA	NA	NA
Administrative and Supportive Staff	12	-	-	12	-	-
Others (specify)	-	-	-			

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

Orientation and Adaptation program (program guide-book/meetings with fellow staff members and department's administration)
• Explain the program's mission, goals, objectives, academic program, and constituent courses.
• Familiarize the new member with the program's achievements and contributions in the academic and community service areas.
• Introduce the new member to the resources and facilities available to the program.
• Acquaint the new member with his duties and responsibilities in the academic institution.
• Explain the opportunities available for further development and the chances available to the new member for contribution.
• Actual visits to the department, college, and university.
• Training courses provided by the Deanship of Academic Development and Quality.

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.)

Practicing Professionalism in EFL Teaching (Workshop)
Introduction to Building Quality Online Courses
Implementing QM to Build Effective Online Assessments
Creating and Assessing Learning Outcomes
Scientific Research Criterion for Program Accreditation

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.)

For the planning and acquisition of textbooks and references, the department chairman writes memos to the faculty members requesting them to submit lists of suggested books in their areas of specialization. The chairman sends the lists to the concerned authorities in the university. Textbooks are approved by the curriculum and textbook committee.

2. Facilities and Equipment

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

Dean, vice deans, and the college administrator are responsible for planning and acquiring these resources based on need.

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

Maintenance and safety oversight managed by the King Khalid University higher administration.

G. Program Management and Regulations

1. Program Management
1.1 Program Structure

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

Advisory Board, Academic Development and Quality Unit, Alumni Unit, E-Learning Unit, Guidance and Counselling Unit, Language Enhancement Program (LEP), Measurement and Evaluation Unit, Registration Unit, Social Media Unit, English Club, Website Administration, Timetables and Exams, Academic Advising and Students' Affairs, Higher Studies and Scientific Research, Study Plans and Curricula, Educational Services, Quality and Development, and Community Service.

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.)

There is an advisory board to the Bachelor of Arts in English program established by the Faculty of Languages and Translation, where the members of this board are composed of various relevant bodies and institutions. This council meets periodically to discuss the program's needs and the necessary attributes for the graduates of the Bachelor of Arts in English program at King Khalid University.

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.)

. Program Quality Assurance Manual
https://flt.kku.edu.sa/sites/flt.kku.edu.sa/files/Quality-Assurance-Manual.pdf

2. Rights and Duties Guide for Students at King Khalid University
https://flt.kku.edu.sa/sites/flt.kku.edu.sa/files/general_files/images/Rights-and-Duties-Guide-for-Students.pdf

3. Rules and Regulations for Students and Examinations
https://flt.kku.edu.sa/sites/flt.kku.edu.sa/files/general_files/images/Rules-and-Regulations-for-Studies-and-Examinations.pdf

4. Students Manual Guide
https://flt.kku.edu.sa/sites/flt.kku.edu.sa/files/general_files/images/Student-Manual-Guide.pdf

H. Program Quality Assurance

1. Program Quality Assurance System
Provide online link to quality assurance manual

https://flt.kku.edu.sa/sites/flt.kku.edu.sa/files/Quality-Assurance-Manual.pdf

2. Program Quality Monitoring Procedures

A report for each course is submitted by the end of every semester, which contains suggestions and recommendations for course quality improvement. Based on these course reports, an annual program report is prepared, taking into consideration the suggestions and recommendations as stated in individual course reports. This annual report is appended by an action plan containing priorities for improvement to be implemented in the subsequent academic year.

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

NA

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

There are regular meetings held between the male and female campus — which is one program — to ensure the consistency and of the materials taught in addition to the textbooks used in teaching. In addition, the exams and quizzes are all unified knowing that one course coordinator is assigned for both sections.

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

NA

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

Program Learning Outcomes, Assessment Methods, and Teaching Strategies work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching. Both PLOs and CLOs are aligned through a mapping matrix. Then, the courses contribute to each PLO are identified and the average of each PLO is calculated. Based on that average, the target and new target benchmark are set.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Students	Surveys	End of academic year
Learning resources	Students	Surveys	End of academic year
KPIs measurement	Students and faculty Members	Surveys	

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 (1) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	30%		
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	4.00		
3	KPI-P-03	Students' evaluation of the quality of the courses	4.20		
4	KPI-P-04	Completion Rate	Average=75% Males=75% Females=75%		
5	KPI-P-05	First-year students retention rate	60%		
6	KPI-P-06	Students' performance in the professional and/or national examinations	50%		
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	40%		
8	KPI-P-08	Average number of students in the class	60%		
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency	3.70		
10	KPI-P-10	Students' satisfaction with the offered services	4.00		
11	KPI-P-11	Ratio of students to teaching staff	1/20 (5%)		
12	KPI-P-12	Percentage of teaching staff distribution	Full Professor=5% Associate Professor= 15% Assistant Professor=40% Lecturer=40%		
13	KPI-P-13	Proportion of teaching staff leaving the program	3%		
14	KPI-P-14	Percentage of publications of faculty members	15%		
15	KPI-P-15	Rate of published research per faculty member	15%		
16	KPI-P-16	Citations rate in refereed journals per faculty member	4		
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	4.20		

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Department of English Council
Date	MARCH 2020