Program Specification

(Bachelor)

Program:	**Bachelor of English Language and Translation**
Program Code (as per Saudi university ranking):	**023103**
Qualification Level:	Level 6
Department:	Department of English Language and Translation
College:	College of Science and Theoretical Studies
Institution:	Prince Musaid bin Abdulrahman University (PMAU)
Program Specification:	New ☐ updated* ☒
Last Review Date:	27-12-2025

*Attach the previous version of the Program Specification.

Bachelor of English Language and Translation CS.pdf

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A. Program Identification and General Information

1. Program's Main Location :

Riyadh

2. Branches Offering the Program (if any):

1- Riyadh (Males & Females)
2- Dammam (Males & Females)
3- Jeddah (Males & Females)
4- Medinah (males & Females)
5- Tabuk (Males & Females)
6- Yanbu (Males & Females)
7- Jubail (Males & Females)
8- Qurayyat (Males & Females)
9- Online (Males & Females)

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

None

4. Professions/jobs for which students are qualified

Graduates of the English Language and Translation Program will be equipped with the linguistic skills and translation and interpretation training necessary to work in many areas including:

Job	Aligned Courses
1. Media: Media Translator, Subtitle Translator, Content Localization Specialist, News Translator, Advertising Copy Translator	TRA 480: Media Translation
2. Military and security industries: Military Translator, Defense Industry Translator, Intelligence Analyst (with language skills), Technical Document Translator, Security Clearance Translator	TRA 370: Legal & Business Translation

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3. Law: Legal Translator, Court Interpreter, Legal Document Translator, Patent Translator	TRA 370: Legal & Business Translation TRA 410: Consecutive and Bilateral Interpreting TRA 460: Simultaneous Interpreting
4. Diplomacy: Diplomatic Translator, Interpreter for Diplomatic Missions, International Relations Translator, Conference Interpreter, Embassy Translator	TRA 370: Legal & Business Translation TRA490: Conference Interpreting
5. Business and commerce: Business Translator, Financial Translator, Marketing Localization Specialist, International Trade Translator, Contract Translator	TRA 370: Legal & Business Translation
6. Health: Medical Translator, Healthcare Interpreter, Pharmaceutical Translator, Medical Document Translator, Clinical Trial Translator	TRA 440: Technical and Scientific Translation
7. Tourism and airline industry: Travel Translator, Tour Guide Translator, Airport Interpreter, Hotel and Restaurant Translator, Travel Agency Translator	TRA 410: Consecutive and Bilateral Interpreting TRA 460: Simultaneous Interpreting
8. Publishing: Literary Translator, Book Translator, Academic Paper Translator, Magazine Article Translator, Editorial Translator	TRA 440: Technical and Scientific Translation

5. Relevant occupational/ Professional sectors:

Graduates of the English Language and Translation Program will be equipped with the linguistic skills and translation and interpretation training necessary to work in many sectors including:

1. Media
2. Military and security industries

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3. Law
4. Diplomacy
5. Business and commerce
6. Health
7. Tourism and airline industry
8. Publishing

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. **None**	N/A	N/A
2.		
3.		
...		

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

exit points/awarded degree	Credit hours
1. **None**	N/A
2.	
3.	

8. Total credit hours: (133 Hours)

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B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:
The mission of the program is to produce competent graduates in the fields of English language and translation who can compete nationally and meet the requirements of the labor market.

2. Program Goals:
1- Developing students' linguistic skills. 2- Enhancing students' communicative English language skills. 3- Providing students with sufficient amount of practical knowledge in the fields of translation and interpretation. 4- Equipping students with the necessary knowledge and skills to translate in both written and oral forms. 5- Prioritizing students by adopting a sophisticated, contemporary scientific learning approach characterized by a diverse range of modern learning methods. 6- Ensuring students have access to technology in all the courses and levels of the program.

3. Program Learning Outcomes*	
Knowledge and Understanding	
K1	Recognize the principles and concepts related to English language and their translation into Arabic.
K2	Outline major approaches to translation and recognize their application in different fields of human knowledge and experience.
Skills	
S1	Utilize translation strategies and techniques to develop a reflective approach to translation and interpretation.
S2	Utilize relevant technological advances in the fields of translation and interpretation.
S3	Communicate effectively in English and Arabic in oral and written form.
S4	Demonstrate a high level of competency in analyzing and translating various types of texts in multiple arenas.
Values, Autonomy, and Responsibility	
V1	Employ professional, interpersonal skills, and ethical values necessary for successfully pursuing a career as a professional translator.
V2	Demonstrate the ability to work effectively in a team.

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

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C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	10	34	25.56%
	Elective	-	-	-
College Requirements	Required	-	-	-
	Elective	-	-	-
Program Requirements	Required	31	93	69.92%
	Elective	-	-	-
Capstone Course/Project	-	-	-	-
Field Training/ Internship	Required	1	6	4.52%
Residency year	-	-	-	-
Others	-	-	-	-
Total		42	133	100%

* Add a separate 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 (Common First Year)	COMM 001	Communication Skills	Required	None	2	University
	MATH 001	Fundamentals of Math	Required	None	3	University
	ENG 001	English Language Skills	Required	None	8	University
Level 2 (Common First Year)	CS 001	Introduction to Artificial Intelligence	Required	None	3	University
	CI 001	Academic Skills	Required	None	2	University
	ENG 001	English Language Skills	Required	None	8	University
Level 3	ISLM 101	Introduction to Islamic Culture I	Required	First year	2	University
	ENG 220	Listening & Speaking I	Required	First year	3	Department
	ENG 202	Reading and Vocabulary Development	Required	First year	3	Department

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Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	ENG 210	Academic Writing I	Required	First year	3	Department
	ENG 201	English Grammar I	Required	First year	3	Department
	ARAB 211	Arabic Composition I	Required	First year	3	Department
Level 4	ISLM 102	Introduction to Islamic Culture II	Required	ISLM 101	2	University
	ENG 231	Listening & Speaking II	Required	ENG 220	3	Department
	ENG 230	Advanced Reading Comprehension	Required	ENG 202	3	Department
	ENG 240	English Grammar II	Required	ENG 201	3	Department
	ENG 250	Academic Writing II	Required	ENG 210	3	Department
	ARAB 260	Applied Syntax and Morphology (Arabic)	Required	None	3	Department
Level 5	ISLM 103	Introduction to Islamic Culture III	Required	ISLM 102	2	University
	ENG 301	Introduction to Linguistics	Required	ENG 231 ENG 250 ENG 240 ENG 230	3	Department
	ENG 310	Lexicography	Required	ENG 231 ENG 250 ENG 240 ENG 230	3	Department
	ENG 320	Comparative Constructions	Required	ARAB 260 ENG 231 ENG 250 ENG 240 ENG 230	3	Department
	TRA 330	Introduction to Translation	Required	ARAB 211 ARAB 260 ENG 231 ENG 250 ENG 240 ENG 230	3	Department
	ENG 340	English Language Cultural Studies	Required	ENG 231 ENG 250 ENG 240 ENG 230	3	Department
Level	ISLM 104	Introduction to Islamic Culture IV	Required	ISLM 103	2	University

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Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
6	ENG 350	Introduction to Semantics and Pragmatics	Required	ENG 301	3	Department
	ENG 360	Discourse Analysis and Text-linguistics	Required	ENG 301	3	Department
	ARAB 221	Arabic Composition II	Required	ARAB 211	3	Department
	TRA 370	Legal & Business Translation	Required	TRA 330	3	Department
	ENG 380	Stylistics	Required	ENG 301	3	Department
Level 7	ENG 401	Introduction to Syntax and Morphology	Required	ENG 301	3	Department
	TRA 410	Consecutive and Bilateral Interpreting	Required	TRA 330	3	Department
	TRA 420	Principles and Practice of Computer Assisted Translation	Required	TRA 330	3	Department
	TRA 430	Summary and Sight Translation	Required	TRA 330	3	Department
	TRA 440	Technical and Scientific Translation	Required	TRA 330	3	Department
	TRA 450	Research Methodology	Required	ENG 301 TRA 330	3	Department
Level 8	TRA 400	Field Training	Required	ENG 350 ENG 360 TRA 370 ENG 380	6	Department
	TRA 460	Simultaneous Interpreting	Required	TRA 410	3	Department
	TRA 470	Issues and Problems in Translation Studies	Required	ENG 350 ENG 360 ENG 401 TRA 420	3	Department
	TRA 480	Media Translation	Required	TRA 330 ENG 340	3	Department
	TRA 490	Conference Interpreting	Required	TRA 330 TRA 410	3	Department
	TRA 499	Translation Project	Required	ARAB 221 ENG 310 ENG 320	3	Department

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Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
				TRA 370 ENG 380 TRA 420 TRA 440 TRA 450		

* 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)

All Course Specifications

4. Program learning Outcomes Mapping Matrix:

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

Course code & No.	Program Learning Outcomes							
	Knowledge and understanding		Skills				Values, Autonomy, and Responsibility	
	K1	K2	S1	S2	S3	S4	V1	V2
ARAB211	I (CLO1, CLO2, CLO3)				M (CLO4, CLO5)			
ENG201	I (CLO1, CLO2, CLO3)					P (CLO4)	P (CLO6)	P (CLO5)
ENG202					I (CLO1, CLO2)	I (CLO3, CLO4, CLO5, CLO6)		
ENG210	I (CLO1)		I (CLO2)		I (CLO3, CLO4, CLO5)			
ENG220			P (CLO1, CLO2,		I (CLO3 CLO4, CLO5, CLO6)			

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Course code & No.	Program Learning Outcomes							
	Knowledge and understanding		Skills				Values, Autonomy, and Responsibility	
	K1	K2	S1	S2	S3	S4	V1	V2
ARAB260	I (CLO1)				I (CLO2) P (CLO3) M (CLO4, CLO5)			
ENG230	P (CLO1)					P (CLO2, CLO3, CLO4, CLO5, CLO6)		
ENG231	P (CLO1) (CLO2)					P (CLO3)	M (CLO5, CLO6)	P (CLO4)
ENG240	P (CLO1)				P (CLO2, CLO3, CLO4, CLO5, CLO6)			
ENG250	I (CLO1)		P (CLO2)	P (CLO3)	P (CLO4)	M (CLO5)		
ENG301	I (CLO1, CLO2, CLO3)				P (CLO4)	P (CLO5)		
ENG310	I (CLO1, CLO2)	I (CLO3)			P (CLO4, CLO5)	M (CLO6)		
ENG320	I (CLO1)		P (CLO2, CLO3)			I (CLO4)		
TRA330	P (CLO1)	P (CLO2)	P (CLO3)		P (CLO4)		P (CLO5)	
ENG340		P (CLO1)	P (CLO2)			P (CLO3)	P (CLO5)	P (CLO4)
ARAB221	I (CLO1, CLO2)		M (CLO3)		I (CLO4) M (CLO5, CLO6)			
ENG350	P (CLO1, CLO2)				M (CLO3)	M (CLO4)		
ENG360	P (CLO1, CLO2)	P (CLO3)				P (CLO4) (CLO5)		I (CLO6)
TRA370	P (CLO1)	I (CLO2)	P (CLO3)			P (CLO4)	M (CLO5)	
ENG380	P (CLO1)					M (CLO2, CLO3, CLO4)		

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Course code & No.	Program Learning Outcomes							
	Knowledge and understanding		Skills				Values, Autonomy, and Responsibility	
	K1	K2	S1	S2	S3	S4	V1	V2
						(CLO5)		
TRA400			P (CLO1)		P (CLO2)	P (CLO1, CLO2)		M (CLO4)
ENG401	P (CLO1, CLO2, CLO3)							M (CLO4, CLO5)
TRA410	P (CLO1)		P (CLO2, CLO3)		M (CLO4)	M (CLO5)		
TRA420	M (CLO1)	M (CLO2)		P (CLO3, CLO4)				
TRA430			M (CLO1, CLO2, CLO3, CLO4)			P (CLO5)	P (CLO6)	
TRA440		M (CLO1)			M (CLO2)	M (CLO3, CLO4)	M (CLO5)	
TRA450	P (CLO1, CLO2, CLO3)				M (CLO4, CLO5)			
TRA460	P (CLO1)	P (CLO2, CLO3)			M (CLO4)	M (CLO5)	M (CLO6)	
TRA470	M (CLO1)	M (CLO2)	M (CLO3)			M (CLO4)	M (CLO5, CLO6)	
TRA480	M (CLO1, CLO2)		M (CLO3, CLO4)			M (CLO5)	M (CLO6)	
TRA490	M (CLO1, CLO2)		M (CLO3)				M (CLO4, CLO5)	
TRA499	M (CLO1)		M (CLO2, CLO3)			M (CLO4)	M (CLO5)	

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

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

Describe teaching and learning strategies and curricular and extra-curricular activities adopted to achieve the Program's learning outcomes in all areas.

In accordance with the PMAU teaching philosophy and strategies, the English Language and Translation Program adopts a blended learning model that combines

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three modes of instruction: face-to-face classes, virtual live classes, and structured self-learning. Each component contributes approximately one-third of the learning experience, creating a balanced integration of traditional and technology-enhanced education.

Course coordinators are responsible for preparing and periodically updating course content and assessments to ensure variety, fairness, and integrity. They provide academic support to instructors and supervise teaching practices to ensure that learning outcomes and evaluation methods are effectively aligned with program objectives.

Instructors, guided by the course coordinators, play a central role in motivating and supporting students. They facilitate understanding of complex concepts, encourage discussion and application of knowledge, and integrate technology-enhanced learning through Blackboard tools such as discussion boards, blogs, glossaries, assignments, and quizzes.

The strength of this model lies in its flexibility. Weekly face-to-face and virtual classroom interactions are combined with self-learning activities, allowing students to benefit from direct engagement with instructors while also developing independent learning skills. This approach ensures that students can access learning opportunities not only within the classroom at set times, but also independently, anytime and anywhere.

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).

The English Language and Translation Program has eight learning outcomes. They belong to three core domains: knowledge, skills, and values. The first two PLOs (K1 and K2) belong to the knowledge domain. The skills domain includes four PLOs (S1, S2, S3, and S4), while the values domain includes two PLOs (V1 and V2).

In the academic year (2025–2026), the achievement rates of the Program Learning Outcomes (PLOs) are measured using both direct and indirect assessment methods. Direct assessments include midterm and final exams, where achievement rates are calculated using CLO-aligned exam data administered

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through the Blackboard platform. A group of core courses is selected based on their alignment with the PLOs, and the average of students' performance in these assessments serves as an indicator of PLO achievement.

Indirect assessments include student survey results, which provide additional feedback regarding students' perceptions of learning, clarity of outcomes, and effectiveness of instruction. In addition, selected assignments aligned with specific CLOs are used to measure students' performance in coursework. The combined results of exam scores, assignment performance, and survey responses provide a comprehensive evaluation of each PLO.

D. Student Admission and Support:

1. Student Admission Requirements

1. Secondary school certificate or equivalent.
2. Passing the first year.
3. Passing the STEP test (65) or IELTS test (4.5).

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).

1. Guidance and orientation by deanship of admission and student affairs.
2. Guidance and orientation by instructors.
3. Guidance and orientation on PMAU website and social media

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).

The Deanship of Admissions and Student Affairs established University Guidance Center to provide a supportive and stimulating university environment for adhering to values and for the scientific and psychological growth of university students, to prepare generations capable of contributing to the societal and nation's development. Due to the centralization nature of PMAU, this type of support is provided on the level of the university as a whole. Students, submit their requests of these support services to the Deanship of Admissions and Student Affairs then; the deanship contacts colleges of those students to apply for these services.
Students' Care Center encourages and supplements learners' progress, needs and the different circumstances that might arise during their journey at PMAU via a

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number of units. These units provide students with abundant support and guidance in various life, social, mental, and academic aspects.

1. Mental Health Support Unit (PCU@seu.edu.sa)

- Help students recognize their abilities and make use of it to solve their problems and make up the right decisions.
- Rectify improper behaviors and attitudes.
- Conduct psychological diagnosis and psychotherapy sessions and transfer cases that need psychiatric treatment.
- Support students to restore psychological balance.
- Provide counseling and psychological support for the fear, anxiety, and frustration.
- Help students understand their practical abilities and satisfaction.
- Contribute to solving family and work-related problems.

2. Academic Advising Unit (stsaa@seu.edu.sa)

- Prepare, design, and supervise the academic advising process at the university level and coordinate among the committees for academic advising and the colleges.
- Follow up on activating Academic advising on digital platforms (Banner- the blackboard - student services portal) and standardization of mechanism in this respect.
- Follow-up of the achievement of quality and academic accreditation requirements relating to advising.
- Train faculty members on academic advising skills periodically.

3. Career Counseling and Career Support Unit (CSSU@seu.edu.sa)

Help students to discover their tendencies and abilities and to acquire the skills to search for a job that suits their qualifications and to make appropriate decisions for their future career.

Prepare students to join the labor market by providing them with the required skills such as writing a proper resume, preparing for job interviews.

- Establish partnerships with authorities and to provide students with appropriate training and career opportunities.
- Conduct induction and awareness programs related to the labor market.
- Create programs and courses and for students to develop their skills and abilities and help them start their businesses and reflect their experiences.
- Examine and follow up the labor market's demands and comply with the current and future needs and trends of the labor market.
- Collect feedback from hired graduates related to their job performances their experiences and reflect upon them.

4. Scholarship and Aid Unit (student.scholarship@seu.edu.sa)

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- Search for charitable donors, partial donors, and funding bodies to provide scholarships, easy loans and the remaining fees for students as well as provide students with necessary learning tools, such as smart devices and books.
- Attract scientifically distinguished students to encourage them to complete their studies to achieve Diversity and the enrichment of scientific research.

5. Talent and Creativity Unit (TIS@seu.edu.sa)

- Also called 'Guidance unit for gifted and innovative students. It provides Care for talented, creative, and distinguished students through various scientific programs.
- Presenting awareness programs to spread the culture of caring of talent, creativity, and excellence.
- Discovering, attracting, and supporting talented and creative people.
- Establishing the principle of cooperation and partnership with the relevant internal and external authorities.
- Empowering the talented and motivating them to work in their community by providing training programs and following up their implementation, evaluation, and development.

6. Disabilities and Special Needs Support Unit (SNU@seu.edu.sa)

- Identify the problems of students with disabilities and help them to cope with, as well as presenting suggestions and alternatives, and providing devices and tools that would create an appropriate educational environment.
- Follow-up procedures and requirements that are specified for learners with disability admission and ensure that all opportunities are available to them.
- Coordinate and cooperate with colleges, university management, and international centers and universities to serve students with disabilities.
- Provide development programs directed to people with disabilities in the internal and external community of the university.
- Organize conferences, symposia, workshops, and events related to people with disabilities on and off campus.
- Monitor the academic status of students with disabilities and assuring positive and effective progressing.
- Evaluate services, support and appropriate means provided by the university to students with disabilities.
- Receive complaints from students with disabilities, present them to the various deanships and departments of the university, and follow up on the measures taken to address these issues.
- Enable people with special needs to interact and participate in cultural and sports activities on and off campus.

7. International Student Support Unit

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- Coordinate international student orientation programs to help international students adjust culturally, academically, and engage and integrate with students, faculty and staff, and our community.
- Advocate for international students across campus, including with campus housing, academic advising, and food services, and referring students to appropriate offices.

8. Minority Support Unit

This unit provides assistance and resources to students belonging to various religious and ethnic backgrounds. It caters to a number of services including cultural and language awareness, mentorship, financial assistance, and academic support. Counseling services.

All the services mentioned above are monitored by the Advising Committee in the program whose tasks include:

- Helping new students' transition smoothly into the university life;
- Giving students the chance to know the university's available services, regulations, and rules, and studying requirements;
- Encouraging students with special needs to complete their academic path and coordinating with the Exams and Follow up, Admission, Registration, and Schedules Committees to consider any special circumstances to ensure their convenience;
- Following-up students' program-related issues;
- Contacting the University Advising Center in case of unresolved issues;
- Organizing annual meetings for the program's students with the head of the department and submitting a quarterly report to the Department Council.

For more Information, have a look at the following guides:
Program Handbook (English)
Admission and Registration Guide (English)

4. Special Support

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

The Talent and Creativity Unit

The Talent and Creativity Unit has several goals aimed at promoting the talents of students at PMAU. Firstly, the unit provides care and support to talented, creative, and exceptional students through a variety of scientific programs. This includes offering resources, guidance, and mentorship to help them further develop their skills and abilities.

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In addition to providing individual support, the unit is committed to spreading a culture of appreciation for talent, creativity, and excellence through awareness programs. These programs educate and inspire the university and the department community, creating an environment that values and encourages creativity and excellence in various fields of study.

To actively identify and support talented individuals, the unit collaborates with internal and external entities. Through these collaborations and partnerships, the unit leverages resources and opportunities to create a supportive environment. This enables talented students to explore and enhance their skills, ultimately helping them reach their full potential.

Furthermore, the unit empowers talented students by providing them with tailored training programs. These programs are designed to refine their skills, provide practical experience, and enhance their knowledge in their respective fields. The unit closely monitors their progress, evaluates the effectiveness of the programs, and identifies areas for further development.

Recognizing exceptional achievements is an important aspect of the unit's goals. It identifies and nominates outstanding students who demonstrate innovation and exceptional abilities. By acknowledging and celebrating their accomplishments, the unit motivates and encourages these students.
https://PMAU.edu.sa/aasa/en/student-care-center/#sixth

In collaboration with the Talent and Creativity Unit, the English Language and Translation Department provides extensive support to its students in their creative endeavors. The unit works closely with the program to identify talents, offering guidance and resources to help students excel in their respective fields.

Disabilities Support Unit
Moreover, recognizing the importance of inclusivity and accessibility, the English Language and Translation Department also collaborates closely with the Disabilities Support Unit to ensure that students with disabilities receive the necessary support and accommodations to thrive in their creative pursuits.

The Disabilities Support Unit was established by the PMAU with the aim of providing efficient services and continuous development for people with special needs and disabilities. The unit addresses the challenges faced by students with disabilities and help them cope with these challenges by offering suggestions,

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alternatives, and providing necessary devices and tools to create an inclusive educational environment.

The unit is responsible for ensuring that the admission procedures and requirements for students with disabilities are followed, and that all opportunities available to them are in accordance with regulations and instructions. It also collaborates with colleges, university management, international centers, and universities to enhance services for students with disabilities.

In addition, the Disabilities Support Unit organizes conferences, symposia, workshops, and events both on and off campus, focusing on topics related to people with disabilities. It monitors the academic progress of students with disabilities and ensures that they are receiving effective support. The unit evaluates the services and support provided by the university to students with disabilities to improve these services.

Complaints from students with disabilities are received by the unit, which then forwards them to the relevant deanships and departments of the university. The unit follows up on the measures taken to address these complaints. Each student with a disability has an electronic record that includes personal information and a biography from their time of enrollment until graduation.
https://PMAU.edu.sa/aasa/en/counseling-center/#seventh

Both the Talent and Creativity Unit and the Disabilities Support Unit can be easily contacted through the email addresses provided on the university's website. Students can reach out to these units to seek guidance, clarify any queries, and obtain any necessary forms. The units provide assistance and ensure that students have access to the resources and support they require in the department/program.

Once students contact the provided email addresses of the Talent and Creativity Unit and the Disabilities Support Unit, they will receive the necessary forms and guidelines directly from the respective units. These forms and guidelines are designed to provide students with information and instructions on how to access the services and support available to them. The English Language and Translation Department plays an active role in facilitating communication and the process once students contact the relevant unit. When students reach out to the Talent and Creativity Unit or the Disabilities Support Unit, the department collaborates closely with these units to ensure a smooth and efficient flow of information. The

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units will then communicate with the department to address any specific needs or requirements of the students. This collaborative approach ensures that students receive comprehensive support and guidance throughout their academic journey, with the department and its English Language and Translation program actively involved in facilitating effective communication between the units and the department.

For more Information, have a look at the following guides:
Program Handbook (English)
Admission and Registration Guide (English)

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	None	None	N/A	0	0	0
Associate Professor	None	None	N/A	0	0	0
Assistant Professor	None	None	N/A	0	0	0
Lecturer	None	None	N/A	0	0	0
Teaching Assistant	None	None	N/A	0	0	0
Technicians and Laboratory Assistants	None	None	N/A	0	0	0
Administrative and Supportive Staff	None	None	N/A	0	0	0
Others (specify)	None	None	N/A	0	0	0

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F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

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

The Blackboard system (Blackboard Platform Tools) plays a vital role in the program, offering a range of tools and features that enhance the learning experience. One of its key benefits is the provision of a virtual classroom environment, which allows for engagement among students and instructors. The Blackboard also offers various assessment tools, including assignments, quizzes, and discussion boards. Moreover, the platform's automatic reminders ensure that students stay informed about important deadlines and updates, helping them stay organized. In terms of content management, Blackboard allows the uploading of different file types, such as audio, videos, image files, and texts. This flexibility enables students to present their work and engage with multimedia resources. Additionally, the platform's ability to create a master course provides standardization across different course sections. The master course allows coordinators in the program to create a standardized course structure that can be easily replicated across multiple course sections/CRNs. This ensures consistency in content delivery, assessment methods, and grading criteria. Coordinators can efficiently design and update course materials, save time for instructors, and promote quality control. By using the master course, the program can maintain academic standards and provide students with a cohesive and standardized learning experience.

In the English Language and Translation program, standardization of files, assessments, and course plans is a common practice. This means that all students in the same course, regardless of their instructors or the branches they are enrolled in, have access to standardized slide presentations, assignments, quizzes, exams, and course plans. This approach offers several benefits for both students and the program.

Firstly, standardization ensures consistency in content delivery across different sections/CRNs of the same course. All students receive the same foundational knowledge and are exposed to the core concepts and principles of the subject matter. This consistency helps maintain the program's academic standards.

Secondly, standardization allows for quality control in course materials. Subject matter experts, both within the program and contracted from outside, are

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engaged to collaborate in the development of course materials such as slide presentations. This ensures that students receive accurate and up-to-date information, maintaining a high standard of education.
Additionally, standardization promotes fairness among students. Regardless of the branch or instructor, all students have access to the same learning resources and are evaluated based on identical assignments and exams. This reduces potential disparities in educational outcomes and ensures that all students have an equal opportunity to succeed.

Lastly, standardization facilitates collaboration among instructors. They can share best practices, exchange ideas, and discuss effective teaching strategies. This collaboration allows for continuous improvement of the course's content and instructional methods, benefiting both instructors and students.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

1. Classrooms and facilities are used to give face-to-face lectures.
2. The Blackboard platform is used to provide virtual lectures.
3. Special translation tools and programs have been installed in the labs.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the Program)

All classrooms and labs have been prepared to maintain a healthy and safe environment for teaching staff and students.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to the quality assurance manual.

The PMAU offers great support for the quality assurance requirements. The university signed an evaluation contract with the National Commission for Academic Accreditation and Assessment (NCAAA) to accredit several programs and The English Language and Translation Program is one of these programs. Therefore, the program has adopted the NCAAA standards of programmatic accreditation as the standards for its quality management system. The program also follows all the policies and procedures assigned for programs to be accredited. This includes, for example, submitting the program reports and courses reports on an annual basis

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using the NCAAA templates and measuring the seventeen KPIs specified by the NCAAA for programmatic accreditation.

The English Language and Translation Program achieves the quality assurance and management system effectively. It has a quality guide that includes all the information about the quality assurance system (English Language and Translation Program Quality Guide).

The program coordinator and department chair monitor the achievement of the program goals using specific performance indicators, and there is a yearly plan to enhance the performance levels of these goals. The achievement rates of the program's goals are evaluated by linking each goal with one of the courses that is mainly related to that goal. In addition, the program's goals are periodically reviewed and revised with the participation of stakeholders.

The English Language and Translation Program management is keen on conducting a periodic evaluation of the program and developing an improvement plan each academic year. This is readily accomplished by analyzing the information and data of the program's annual reports. In the final section of the program's annual report, the improvement plan is being suggested. This plan includes the improvement of priorities, expected actions and responsibilities, anticipated date of improvement, and desired benchmarks. In addition to conducting a periodic evaluation and preparing an enhancement plan for the program, the program management also monitors their implementation. The first section of each of the program's upcoming annual reports contains the achievement levels of the improvement plan suggested in the annual report of the previous year. In addition, the program's annual improvement plan is recommended, endorsed, and monitored by the department council. In conclusion, there is a plan to encourage course coordinators, at the end of each semester, to recommend any necessary improvements for the courses they coordinated and include these recommendations in the suggested improvement plan.

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

The English Language and Translation Program reviews all the courses of the program periodically. In addition to the department courses (ENGs and TRAs), the university and Arabic courses are reviewed every year. At the end of each academic year, the reports of the university and Arabic courses are reviewed by the Department of Quality Committee. The Quality Committee investigates the

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strengths and weaknesses, learning outcomes, achievement rates, percentages of passing and failure, and developmental plans for each course. Then, the Quality Committee sends a report to the Department Council for discussion and decision-making. The main focus of monitoring is on the Arabic courses as they are very important for students during the process of translating between English and Arabic.

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

Both male and female students in all branches have the same courses contents, teaching and learning strategies, assessment methods, and interactive learning materials. The head of the department supervises the teaching and assessment delivery at all locations and ensures a unified teaching and assessment practice. The program management is located at only one location (Riyadh branch) although it is offered at more than one location. All the decisions that are made in the main branch in Riyadh are sent immediately to all the branches to be implemented at the same time and with the same procedures they are implemented in the main branch such as the beginning of writing exams questions, announcements for workshops and training courses, beginning working on quality files, etc.…

This centrality approach ensures that all locations use the same curriculum and assessment methods. Moreover, the program adopts the same examination policy in all sections and branches, and exams are offered on the same day and at the same time. At the beginning of each semester, the program specification and courses specifications are distributed to courses coordinators and courses instructors to ensure applying the same instructions, offering the same materials, using the same teaching, and learning strategies, and utilizing the same assessment methods in all the sections of the same courses and in all the branches (males & females) in which the program is offered. The program management follows up the achievement of the same practices in all the sections of the same courses and all the branches from the first week up to the end of the final exams. At the end of each semester, each course coordinator submits an integrated course report in

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which all the information about all the sections (male and female students) of the course and all the branches (in which this course is offered.

To conclude, to operate and monitor all the branches of the program (Males and Females), the educational process is operated and monitored by the program coordinator in collaboration with the courses coordinators, and if any shortcomings are found, the coordinators contact program coordinator. Regarding the organizational aspect, such as attendance at lectures and infrastructure, monitoring is carried out by the Branches Coordinators, and if any negligence is found, the Dean of the College is informed.

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

PLOs		Assessment Method	Assessment Tools	Assessor	Assessment Timeline	Target Achievement Rate
K1	Recognize the principles and concepts related to English language and their translation into Arabic.	Direct: Midterm exam/Final exam	Achievement rates of the aligned CLOs (CLO1/CLO2) in the midterm exam/final exam of the course "ENG350 Introduction to Semantics and Pragmatics"	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of the survey items related to clarity of course outline, clarity of learning outcomes, and relevance of course materials, as reported in the Student Course Evaluation Survey.			

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K2	Outline major approaches to translation and recognize their application in different fields of human knowledge and experience.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO2) in the midterm exam/final exam of the course "TRA330 Introduction to Translation"	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of survey items assessing clarity of course objectives, alignment of assignments with learning outcomes, and relevance of instructional materials in the Student Course Evaluation Survey.			
S1	Utilize translation strategies and techniques to develop a reflective approach to translation and interpretation.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO3.1) in the midterm exam/final exam of the course "TRA470 Issues and Problems in Translation Studies"	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of survey items related to students' ability to think, solve problems, and apply course strategies, as measured in the Student Course Evaluation Survey.			
S2	Utilize relevant technological advances in the fields of	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLOs (CLO2.1/CLO2.2) in the midterm exam/final exam of the course "TRA420 Principles and Practice of Computer-Assisted			

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	translation and interpretation.		Translation”	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of the survey item evaluating the effective use of Blackboard and digital learning materials, as reported in the Student Course Evaluation Survey.			
S3	Communicate effectively in English and Arabic in oral and written form.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLOs (CLO 2.1 and CLO 2.4) in the midterm and final exams of the course: “TRA410 Consecutive and Bilateral Interpreting”	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of survey items that measure student engagement, communication performance, and participation.			
S4	Demonstrate a high level of competency in analyzing and translating various types of texts in multiple arenas.	Direct: Midterm exam/Final exam	Achievement rates of the aligned CLO (CLO 1.3) in the midterm exam/final exam of the course “TRA440 Technical and Scientific Translation”	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of survey items evaluating students perceived effectiveness of assignments, fairness of grading, and structure of			

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			the course as indicators of analytical skill development.			
V1	Employ professional, interpersonal skills, and ethical values necessary for successfully pursuing a career as a professional translator.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO3.1) in the midterm exam/final exam of the course "ENG340 English Language Cultural Studies"	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of survey items addressing instructor commitment, clarity of expectations, fairness, and professionalism, as reported in the Student Course Evaluation Survey.			
V2	Perform individual and team-based tasks effectively.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO6) in the midterm exam/final exam of the course "TRA480 Media Translation"	Quality Committee/Course Coordinators	End of Academic Year	70%
		Indirect: Student survey	Achievement rate of the survey item evaluating teamwork skills as perceived by students in the Student Course Evaluation Survey.			

5. Program Evaluation Matrix

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Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching (Courses evaluation)	students	Surveys	End of semester
Assessment (Courses evaluation and program evaluation)	students instructors coordinators	Surveys	End of semester
Learning resources (Courses evaluation)	students instructors coordinators	Surveys	End of semester
Leadership (Program evaluation)	instructors coordinators	Surveys	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, etc.
Evaluation Methods: e.g., Surveys, interviews, visits, etc.
Evaluation Time: e.g., beginning of semesters, end of the academic year, etc.

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6. Program KPIs*

The period to achieve the target (1 academic year – 2025–2026).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' evaluation of quality of learning experience in the program	75% (3.75/5)	Surveys	End of every semester
2	KPI-P-02	Students' evaluation of the quality of the courses	75% (3.75/5)	Surveys	End of every semester
3	KPI-P-03	Completion rate	70%	Institutional Data (Banner system)	Annually (End of the academic year)
4	KPI-P-04	First-year students retention rate	50%	Institutional Data (Banner system)	Annually (End of the academic year)
5	KPI-P-05	Students' performance in the professional and/or national examinations	Not Applicable (no national exam for this discipline)	Not Applicable (no national exam for this discipline)	Not Applicable (no national exam for this discipline)
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	Graduates' employability (42%) Enrolment in postgraduate programs (5%)	Alumni Survey & Institutional Records	Annually (End of the academic year)
7	KPI-P-07	Employers' evaluation of the program graduates' proficiency	70%	Employers' Surveys	Annually (End of the academic year)
8	KPI-P-08	Ratio of students to teaching staff	11:1	Statistics from the Banner	Annually (End of the academic year)

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No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
9	KPI-P-09	Percentage of publications of faculty members	30%	Scopus / WoS / Google Scholar / Deanship of Scientific Research	Annually (End of the academic year)
10	KPI-P-10	Rate of published research per faculty member	40%	Scopus / WoS / Google Scholar / Deanship of Scientific Research	Annually (End of the academic year)
11	KPI-P-11	Citations rate in refereed journals per faculty member	4/1	Scopus / WoS / Google Scholar / Deanship of Scientific Research	Annually (End of the academic year)

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	**English Language and Translation Department Council**
Reference No.	17
Date	**06/05/2026**

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