Program Specification
— (Postgraduate Programs)

Program Name: Doctor of Philosophy in Applied Linguistics
Program Code (per the Saudi Standard Classification of Educational Levels and Specializations): 030105
Qualification Level: Level 8
Department: English Department
College: College of Languages and Translation
Institution: King Khalid University
Program Specification: New ☐ updated* ☒
Last Review Date: February 2025

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information:

1. Program's Main Location:

Postgraduate Studies Building, King Abdullah Road, Abha, King Khalid University

2. Branches Offering the Program (if any):

None

3. System of Study:

☒ Coursework & Thesis | ☐ Coursework

4. Mode of Study:

☒ On Campus | ☐ Distance Education | ☐ Other ………………(specify)

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

None

6. Professions/jobs for which students are qualified:

Graduates of the PhD in Applied Linguistics program will be qualified for a variety of academic, research, and professional roles, including:

- University Professor/Lecturer
- Linguistic Researcher
- Language Policy Analyst
- Curriculum and Materials Developer
- Language Assessment Specialist
- Translator and Translation Consultant
- Editor/Academic Writer
- Educational Consultant
- Computational Linguist
- Community Outreach and Advocacy

7. Relevant occupational/ Professional sectors:

Graduates of the PhD in Applied Linguistics program are equipped with specialized knowledge and skills that prepare them for diverse roles across multiple sectors, including:

- Higher Education and Research
- Language Policy and Planning
- Educational Institutions and Curriculum Development
- Translation and Interpretation
- Publishing and Academic Writing
- Language Assessment and Testing
- Technology and Computational Linguistics
- Government and Public Policy
- International Organizations and NGOs
- Corporate Training and Language Consulting

8. Major Tracks/Pathways (if any): NA

Major track/pathway	Credit hours	Professions/jobs

	(For each track)	(For each track)
1. No tracks		
2.		
3.		
…		

9. Exit Points/Awarded Degree (if any):	
Exit points/Awarded degree	Credit hours
1. No exit points	
2.	
3.	

10. Total credit hours: (43)

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

The PhD program in Applied Linguistics fosters a dynamic academic and research environment that advances linguistic knowledge, innovation, and community engagement. Committed to excellence in teaching and learning, research, and community service, the program equips scholars with advanced theoretical and methodological expertise to address contemporary linguistic challenges, contribute to global and local discourse, and develop research-driven solutions for language education and policy.

2. Program Goals:

The PhD in Applied Linguistics program aims to:

1. Develop scholars capable of conducting impactful research that addresses contemporary linguistic challenges and contributes to sustainable development.
2. Equip students with advanced knowledge and research methodologies to analyze and solve linguistic issues.
3. Incorporate technological advancements and interdisciplinary perspectives to enhance linguistic research and practice.
4. Uphold ethical research standards while fostering linguistic diversity, equity, and inclusion.
5. Prepare graduates for leadership roles in academia, research institutions, government agencies, and language industries.
6. Encourage contributions to language policy, curriculum development, and educational practices while fostering a culture of service and volunteerism.

3. Program Learning Outcomes:*

Knowledge and Understanding: Upon completing their PhD degree, students will be able to

K1	Identify and critically discuss contemporary issues and theoretical perspectives in Applied Linguistics, while defining the field's evolving boundaries and interdisciplinary connections, positioning the field within broader global and societal contexts.
K2	Critically analyze and synthesize contemporary theoretical and methodological advancements in Applied Linguistics, demonstrating a deep understanding of foundational and emerging research in areas such as second language acquisition (SLA), language policy, sociolinguistics, and psycholinguistics.
K3	Articulate research questions that address real-world linguistic challenges, situating inquiries within relevant theoretical frameworks while ensuring methodological rigor and ethical responsibility

Skills: Upon completing their PhD degree, students will be able to

S1	Critically evaluate and apply various research methodologies (e.g., experimental design, corpus analysis, discourse analysis, ethnography, psycholinguistic methods) to assess their effectiveness in addressing research questions on the field of Applied Linguistics.
S2	Develop and articulate well-structured research inquiries in Applied Linguistics that address critical issues in language learning, teaching, policy, assessment, or sociolinguistics, situating them within relevant theoretical frameworks and demonstrating advanced academic writing and publishing skills for effective dissemination in peer-reviewed journals and academic conference.

S3	Conduct independent, high-quality research in Applied Linguistics, integrating appropriate qualitative, quantitative, and mixed-methods approaches to investigate complex linguistic phenomena across diverse contexts.
S4	Engage in scholarly discourse by critically reading, synthesizing, and responding to cutting-edge applied linguistics research, demonstrating the ability to construct coherent arguments, challenge existing paradigms, and propose innovative theoretical perspectives.
Values, Autonomy, and Responsibility: Upon completing their PhD degree, students will be able to	
V1	Uphold ethical and responsible research practices by maintaining integrity in data collection, participant rights, and scholarly publishing, while addressing ethical dilemmas in language assessment, multilingual education, and policymaking.
V2	Advocate for linguistic diversity and social equity by promoting inclusive language policies, ensuring equal access to education, and evaluating the impact of language policies on linguistic rights and marginalized communities.
V3	Foster interdisciplinary collaboration and academic excellence by integrating research, theory, and practice to drive innovation in Applied Linguistics and collaborating with scholars in education, psychology, computational linguistics, and policy studies.

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

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	9	27	63%
	Elective	5	6	14%
Graduation Project (if any)				
Thesis (if any)	Required	1	10	23%
Field Experience (if any)				
Others (Comprehensive Exam)	Required (Students must complete 100% of their coursework (33 credit) and pass the comprehensive exam before they are eligible to register for the dissertation).	0	0	0
Total			43	100%

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

2. Program Courses:

Level	Course Code	Course Title	or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	7501 ENG-3	Advanced Topics in Applied Linguistics	Required		3	Program
	7502 ENG-3	Research Methods in Applied Linguistics	Required		3	Program
	7201 ENG-3	Advanced Academic Writing	Required		3	Program
	7503 ENG-3	Language Assessment and Testing	Required		3	Program
Level 2	7504 ENG-3	Language Acquisition	Required	7501 ENG-3	3	Program
	7505ENG-3	Applied Statistics in Language Research	Required	7502 ENG-3	3	Program
	7506 ENG-3	Advanced Issues in Psycholinguistics	Required	7501 ENG-3	3	Program

Level	Course Code	Course Title	or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	7507 ENG-3	Modern Technologies in Language Learning	Required	7501 ENG-3	3	Program
	7508 ENG-3	Designing and Conducting Research Work	Required	7502 ENG-3, 7201 ENG-3, 7504 ENG-3	3	Program
Level 3	**Learners must select two elective courses (totalling 6 credits) from the list below, subject to approval by the program committee.**					
	7509 ENG-3	Language Policy and Planning	Elective		3	Program
	7510 ENG-3	Advanced Sociolinguistic Research	Elective		3	Program
	7511 ENG-3	Second Language Teaching	Elective		3	Program
	7512 ENG-3	Curriculum and Materials Design	Elective		3	Program
	7513 ENG-3	Multimodal Discourse Analysis	Elective		3	Program
Level 4	7514 ENG-10	Dissertation	Required		10	Program
Level 5	7514 ENG-10	Dissertation	Required		10	Program
Level 6	7514 ENG-10	Dissertation	Required		10	Program

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

Updated Plan Course Specifications Classified According to their Level

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with the program's courses according to the 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	K3	---	S1	S2	S3	S4	V1	V2	V3
7501 ENG-3	I	P	I					I			
7502 ENG-3	I	I	P		P	I	I		I		
7201 ENG-3	I					P		P			
7503 ENG-3	P		P		I				P		
7504 ENG-3	P	P					P				
7505 ENG-3					M		P				
7506 ENG-3	P	P					P				
7507 ENG-3	I					P		P		I	
7508 ENG-3			M		M	M	M	M	M		
7509 ENG-3	P		P							P	I
7510 ENG-3	P	M						M			P
7511 ENG-3	P		P			M				P	
7512 ENG-3	P					M		P			
7513 ENG-3	P				P			M			
7514 ENG-10	M	M	M		M	M	M	M	M	M	M

* 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 to achieve the program's learning outcomes in all areas.

To achieve the program learning outcomes, the PhD in Applied Linguistics employs a variety of teaching and learning strategies. These approaches are designed to foster deep understanding, critical thinking, and practical application of linguistic knowledge in real-world contexts. The following strategies guide the learning process:

- Lectures and seminars
- Interactive class discussions
- Case studies and problem-solving exercises
- Research projects and assignments
- Computer-assisted language learning (call) tools
- Group projects and collaborative learning
- Thesis supervision (thesis track only)
- Workshops on research methods and data analysis
- Fieldwork and real-world observation
- Peer review and feedback sessions

- Readings and Textbook Assignments

6. Assessment Methods for program learning outcomes:

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least once in the program's cycle).

The program uses a combination of direct and indirect assessment methods to measure the achievement of learning outcomes across all areas. Each learning outcome is assessed at least once during the program cycle, ensuring comprehensive evaluation of student knowledge and skills. The following methods outline the plan for assessing program learning outcomes:

Direct assessment methods:

- Examinations and quizzes
- Research projects and papers
- Oral presentations
- Capstone projects
- Thesis and defence
- Course-specific assignments

Indirect assessment methods:

- Student surveys and feedback
- Exit surveys
- Alumni surveys
- Employer feedback
- Focus group discussions
- Self-assessment and reflection

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

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

Requirements/Conditions:

- Students must complete 100% of their coursework (33 credit) and pass the comprehensive exam before they are eligible to register for the dissertation.
- A minimum GPA (usually 3.75 or higher) is required to proceed with the thesis registration.
- The student must submit a thesis proposal that aligns with the field of applied linguistics, demonstrating originality and relevance to current linguistic challenges.
- The proposal must be approved by the program's thesis committee.

- Students are required to have a faculty supervisor assigned who is an expert in the chosen area of research.

Procedures for Registration:

- Students must complete a formal thesis registration form provided by the Deanship of Research and Graduate Studies.
- The registration process typically requires the student to submit a thesis proposal, including the research topic, objectives, research methods, and expected outcomes.
- The proposal will be reviewed by a thesis committee, which may provide feedback, request revisions, or approve the proposal outright.
- Upon approval, the student will be officially registered for the thesis course, and the timeline for completing the thesis will be set (1 year).

Controls and Responsibilities:

Roles and Responsibilities of the Supervisor

- Guides students in selecting a dissertation topic and research methodology.
- Ensures regular progress meetings and timely feedback.
- Assists in refining research questions and structuring the dissertation.
- Reviews drafts and provides constructive feedback.
- Ensures ethical research practices and compliance with university regulations.
- Monitors student progress and submits periodic reports to the department.
- Advises on data collection and analysis techniques.
- Supports students in manuscript preparation for academic publication.
- Ensures students follow the approved research plan.

Roles and Responsibilities of the Student

- Chooses a relevant and original research topic in consultation with their supervisor.
- Conducts extensive literature review and data collection.
- Writes the dissertation following KKU guidelines and research ethics.
- Attends scheduled meetings with the supervisor and follows recommendations.
- Submits drafts for review and incorporates feedback.
- Maintains academic integrity by avoiding plagiarism and adhering to ethical research guidelines.
- Adheres to timelines and submission deadlines.
- Attends research seminars and workshops to enhance research skills.
- Follows the dissertation evaluation process as per KKU policies.

- **Department/Thesis Committee Responsibilities:**

  - Approving the thesis proposal and registration.
  - Monitoring the student's progress through interim reports or assessments.
  - Ensuring the thesis meets all academic and institutional standards.

Scientific Guidance Procedures:

- The research supervisor provides continuous guidance throughout the research process, including refining research questions, advising on methodologies, and assisting with data analysis.
- Students may be required to attend workshops or seminars related to research skills, thesis writing, and ethical research practices.
- Regular meetings (weekly) are scheduled between the student and advisor to assess progress and address any challenges.
- The student is encouraged to seek additional feedback from other faculty members or external experts if necessary.

This system ensures that students receive the necessary support and guidance throughout the research process while maintaining academic rigor and integrity in their thesis work.

2. Scientific Supervision:

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

D. Thesis and Its Requirements:

2. Selection of the Scientific Supervisor and Responsibilities

Regulations for Selection of the Scientific Supervisor:

- The scientific supervisor must be a full or associate professor in Applied Linguistics or a closely related discipline, holding a PhD in a relevant field.
- The supervisor should have expertise in the student's research area and a track record of publications or research in the field.
- The selection of the supervisor is typically based on the student's research proposal and the alignment of their interests with the supervisor's expertise.
- The department or thesis committee reviews and approves the selection of the supervisor to ensure that the student's research will be well-supported.
- In some cases, co-supervisors may be assigned, especially if the research topic is interdisciplinary or requires expertise from different fields.

Responsibilities of the Scientific Supervisor:

- The supervisor is responsible for providing academic guidance throughout the thesis process, including assisting the student in refining their research questions, advising on methodology, and offering feedback on drafts.
- The supervisor is tasked with regularly monitoring the student's progress, ensuring they stay on schedule, meet deadlines, and adhere to the thesis timeline set by the department.
- The supervisor ensures that the student's research follows ethical guidelines, including obtaining approvals from ethics committees if required, and that the research is conducted responsibly.
- The supervisor assists in preparing the student for the thesis defense by providing feedback on drafts and helping to organize the content logically and academically.
- The supervisor may be required to submit progress reports on the student's behalf, detailing milestones achieved and any areas of concern.

- If the student's research has publication potential, the supervisor may assist in preparing the work for submission to academic journals or conferences.

3. Procedures/Mechanisms of Scientific Supervision and Follow-Up

Procedures for Supervision:

- Upon assignment, the student and supervisor hold an initial meeting to discuss the research proposal, set goals, establish a timeline, and clarify expectations regarding communication and progress reports.
- Scheduled meetings are arranged between the supervisor and student, typically once a month or as needed, to review work, provide feedback, and address any issues the student may encounter.
- The student is required to submit periodic progress reports (e.g., quarterly) to the supervisor and thesis committee, summarizing the progress made, challenges faced, and next steps.
- Students may be encouraged or required to attend research workshops, seminars, or colloquia that will support their thesis work, improve their research skills, and expose them to current trends in applied linguistics.
- Supervisors ensure that the student meets key research milestones, such as literature review completion, data collection, and data analysis. These milestones are tracked via progress reports and ongoing supervision.
- The supervisor reviews drafts of the thesis, offering feedback on content, structure, and academic rigor. This feedback process occurs iteratively, ensuring that the thesis meets departmental and academic standards before submission.

Follow-up Mechanisms:

- The department or thesis committee may conduct formal reviews at key stages, such as after the literature review or data collection, to ensure the student is on track and to offer additional guidance if needed.
- The supervisor submits evaluations to the department regarding the student's progress at regular intervals, providing a formal mechanism for tracking development.
- If a student is falling behind or encountering significant difficulties, the supervisor and department may establish a remediation plan with specific action steps and deadlines to help the student get back on track.

The supervisor plays a key role in preparing the student for their thesis defence, offering mock defences or practice sessions, and helping the student address any potential weaknesses in their argument or research findings.

3. Thesis Defense/Examination:

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

3. Thesis Defence/Examination

Regulations for Selection of the Defence/Examination Committee:

- The defence/examination committee typically consists of three to five members, including:

    - **Primary Supervisor**
      The student's scientific supervisor plays a central role in the defence.
    - **Internal Examiner**
      At least one examiner is selected from within the department or faculty who is an expert in the student's field of study.
    - **External Examiner**
      One or more external examiners are appointed from another university or an expert from a relevant industry or institution, to ensure an unbiased evaluation.
    - **Committee Chair**
      A senior faculty member may be appointed to chair the defence and ensure that the process is conducted fairly and according to university regulations.

- The committee members are selected based on their expertise in the relevant field of applied linguistics and their ability to provide an objective evaluation of the thesis.
- The department head or thesis committee typically oversees and approves the composition of the defence committee to ensure compliance with institutional standards.

Requirements to Proceed for Thesis Defence

- **Completion of Coursework**

  The student must have successfully completed all required coursework in the program.

- **Thesis Approval**

  The student's supervisor must approve the final draft of the thesis before it is submitted for defence. This includes verification that the thesis meets the academic and ethical standards of the institution.

- **Submission of Thesis**

  The thesis must be formally submitted to the department by a set deadline, usually a few weeks before the defence, for review by the committee members.

- **Plagiarism Check**

  The thesis must pass a plagiarism detection test (if required by the institution), ensuring originality and adherence to academic integrity policies.

- **Departmental Clearance**
- The department must approve the student's eligibility to defend the thesis, confirming that all academic and financial obligations have been met.

Procedures for Defence and Approval of the Thesis:

- **Scheduling the Defence**

  Once the thesis is approved and the committee is finalized, the defence date is scheduled, usually with adequate notice to all parties.

- **Defence Presentation**

  The student presents the thesis to the committee in a formal defence session. This presentation includes an overview of the research objectives, methodology, key findings, and contributions to the field of applied linguistics.

- **Questioning**

  Following the presentation, committee members ask questions to assess the student's understanding of the research and related theoretical concepts. Questions may also focus on potential limitations, alternative methodologies, or implications of the findings.

- **Deliberation**

  After the questioning, the student exits the room while the committee deliberates. The committee discusses the quality of the thesis, the presentation, and the student's responses to questions.

- **Decision**

  The committee reaches a decision, which may include one of the following outcomes:

  - Pass with Distinction
  - Pass with Minor Revisions
  - Pass with Major Revisions
  - Fail

- **Feedback and Revisions**

  If revisions are required, the committee provides detailed feedback to guide the student. The student must complete these revisions by a given deadline, often with further approval from the supervisor or committee.

Criteria for Evaluation of the Thesis

Originality and Contribution

The thesis is evaluated on its originality and the significance of its contribution to the field of applied linguistics. It should offer new insights, findings, or applications that advance knowledge in the field.

- **Depth of Research**

  The research question must be well-defined, and the thesis should demonstrate a deep understanding of the relevant literature, theories, and methodologies in applied linguistics.

- **Methodological Rigor**

  The methods used in the research must be appropriate for the research question and applied rigorously. The student's ability to collect, analyse, and interpret data is closely evaluated.

- **Clarity and Structure**

  The thesis should be well-organized, with clear arguments and logical structure. Writing quality, coherence, and the presentation of the thesis are important.

- **Critical Analysis**

  The student's ability to critically engage with the research, including evaluating the strengths and limitations of their study, is essential for a high-quality thesis.

- **Practical and Theoretical Implications**

  The thesis should address the practical implications of the research and its contribution to applied linguistics, including relevance to policy, teaching, or future research.

- **Defence Performance**

  The student's ability to clearly present their research and effectively respond to questions from the committee is also evaluated as part of the defence process.

These processes and criteria ensure that the thesis meets the highest academic standards and prepares students for future roles in academia, research, or professional practice.

H. Student Admission and Support:

1. Student Admission Requirements:

In addition to fulfilling the requirements outlined in the Unified Regulations for Postgraduate Studies in Saudi Universities, applicants must:

1. Hold an MA degree in Applied Linguistics or Language Studies from an accredited institution.
2. Provide proof of English language proficiency with a TOEFL iBT score of 100 or an IELTS score of 7.
3. Successfully pass the admission interview.
4. Submit two recommendation letters.

The Department and College Councils reserve the right to impose additional requirements if deemed necessary.

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).

In addition to the general orientation services provided at the institutional level, the PhD in Applied Linguistics program offers specialized support tailored to the academic and professional needs of doctoral students:

- Research and Methodology Workshops – Targeted sessions on advanced research methodologies, linguistic data analysis, and academic writing to prepare students for high-level scholarly work.
- Individualized Academic Advising – One-on-one mentorship with faculty members to guide students in course selection, research direction, and professional development.
- Publication and Grant Writing Support – Guidance on publishing in indexed journals, securing research funding, and navigating academic publishing standards.
- Career and Professional Development Seminars – Workshops on career pathways in academia, industry, and governmental institutions, including leadership and networking opportunities.
- Integration of Technology in Linguistic Research – Training on the latest tools and software used in linguistic data analysis, corpus linguistics, and computational applications.
- Ethics and Research Integrity Training – Specialized sessions on ethical considerations in applied linguistics research, ensuring adherence to academic integrity and research ethics guidelines.

These tailored programs ensure that PhD students receive comprehensive academic, research, and professional support beyond general university services.

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)

In addition to the general student support services provided at the institutional level, the PhD in Applied Linguistics program offers specialized counselling services tailored to the academic, professional, and research needs of doctoral students:

- Dedicated Academic Advising – Each student is assigned an academic adviser with expertise in their research area to provide personalized guidance on coursework, research direction, and dissertation progress.
- Faculty Availability and Mentorship – Faculty members provide their schedules and office hours to ensure accessible academic support, with structured mentorship sessions to guide students through research challenges and scholarly development.
- Research and Publication Mentorship – Specialized consultation on research design, journal selection, manuscript preparation, and peer review navigation to enhance students' academic publishing success.
- Professional and Career Development Counselling – One-on-one career advising tailored to academic and non-academic career pathways, including job market preparation, networking, and leadership development.
- Interdisciplinary Collaboration Support – Guidance on integrating interdisciplinary approaches from fields such as education, psychology, and technology to enrich research impact.

- Well-being and Work-Life Balance Support – Workshops and resources to help students manage stress, workload, and the demands of doctoral research, ensuring psychological and social well-being.

These targeted counseling services ensure that PhD students receive comprehensive academic, research, and professional support that aligns with their advanced scholarly and career needs.

4. Special Support:

(Low achievers, disabled, and talented students).

The PhD in Applied Linguistics program is committed to providing tailored support to students at all academic levels, ensuring a stimulating, inclusive, and supportive learning environment that fosters academic excellence and personal growth.

- Targeted Support for Low Achievers – Personalized counselling by academic advisers to identify challenges, develop structured improvement plans, and provide additional resources such as academic writing workshops, research methodology training, and time management strategies.
- Enhanced Faculty Accessibility – Dedicated office hours and scheduled mentoring sessions with faculty members to offer academic guidance, research feedback, and professional development support.
- Comprehensive Assistance for Students with Disabilities – Provision of individualized accommodations, including assistive technology, alternative assessment methods, and flexible learning arrangements to ensure an inclusive and equitable academic experience.
- Recognition and Advancement for Gifted and Talented Students – Exceptional students are rewarded through research grants, academic awards, mentorship opportunities, priority participation in conferences and publications, and leadership roles in research projects.

This structured support system ensures that every student, regardless of their academic standing or personal challenges, has the resources and guidance necessary to achieve their full potential in the PhD program.

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	Applied Linguistics	TESOL/Linguistics/Discourse analysis	-	2	2	4
Associate Professor	Applied Linguistics	TESOL/Linguistics/Discourse analysis		2	2	4
Assistant Professor	Applied Linguistics	TESOL/Linguistics/Discourse analysis		3	3	6
Technicians and Laboratory Assistants						
Administrative and Supportive Staff				1	1	2
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

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

Learning Resources – PhD in Applied Linguistics

The PhD in Applied Linguistics program provides a diverse range of learning resources to support advanced research, critical inquiry, and academic excellence. These resources ensure that students have access to the latest developments in the field and the necessary tools to conduct high-quality research.

- Core Textbooks and Academic References – A curated selection of foundational and advanced books covering linguistic theory, applied linguistics, sociolinguistics, psycholinguistics, and related interdisciplinary fields.
- Journals and Academic Databases – Access to top-tier linguistic and applied linguistics journals, including Scopus, Web of Science, Linguistics Abstracts Online, and key publications from organizations such as TESOL, AAAL, and AILA.
- E-learning Platforms and Tools – Learning management systems (LMS) such as Blackboard, Moodle, or Canvas for course materials, discussions, and assignments, as well as interactive platforms for self-paced learning.
- Web-based Resources – Digital repositories, open-access research materials, academic networking platforms (e.g., ResearchGate, Academia.edu), and language corpora for linguistic analysis.
- Software for Data Analysis – Access to specialized tools for qualitative and quantitative research, including SPSS, NVivo, ATLAS.ti, R, Python (for computational linguistics), and Praat (for phonetic analysis).
- Language Learning and Linguistic Analysis Tools – Corpora and language processing tools such as Sketch Engine, AntConc, WordSmith Tools, and translation software for linguistic research.
- Research Methodology Resources – Comprehensive materials on research design, qualitative and quantitative methods, experimental linguistics, and data visualization to support dissertation development and scholarly publications.

These learning resources ensure that PhD students have access to cutting-edge academic materials, technological tools, and research support systems to advance their expertise and scholarly contributions in applied linguistics.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

- Library facilities
- Computer laboratories
- Classrooms
- Language laboratories
- Thesis research rooms
- E-learning and virtual classrooms
- Conference rooms

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

(According to the nature of the program)

- Health and safety policies
- Regular facility inspections
- Emergency procedures and training
- Accessibility and ergonomics
- Mental health support services
- Sanitation and hygiene protocols
- First aid and medical assistance

- Ventilation and air quality

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

Program Quality System Manual (1).pdf

2. Program Quality Monitoring Procedures:

- Regular program reviews
- Course evaluation by students
- Faculty performance reviews
- External examiner/reviewer feedback
- Alumni feedback and surveys
- Employer feedback on graduate competency
- Accreditation and compliance audits
- Benchmarking against similar programs
- Analysis of student performance data
- Curriculum review and updates

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

Not applicable

4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

Not Applicable

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

The evaluation of Course Learning Outcomes (CLOs), which are mapped to the Program Learning Outcomes (PLOs), is an integral part of the program's overall assessment plan. The process ensures that individual courses contribute effectively to the achievement of the broader program outcomes. Here's how the evaluation is structured:

1. Direct Assessment of CLOs

- Student performance on course exams, quizzes, assignments, and projects is directly linked to specific CLOs. Each CLO is assessed through measurable criteria (e.g., scores on specific questions or sections of exams), and this data is analysed to determine the success of the course in meeting its intended learning outcomes.
- Standardized rubrics are used for assignments, presentations, and projects to evaluate students' mastery of CLOs. These rubrics are aligned with both the CLOs and the broader PLOs, ensuring consistency in measuring student progress.

2. Mapping of CLOs to PLOs

- Each course in the program has its CLOs mapped to specific PLOs. By reviewing how the CLOs contribute to the achievement of PLOs, the program administration can identify gaps or areas for improvement in both the course and program structure.

- Curriculum committees periodically review the mapping of CLOs to PLOs to ensure that courses are aligned with the overall program goals. This review helps determine if courses need adjustments in content, teaching strategies, or assessment methods to better contribute to the PLOs.

3. Course Evaluation Forms

- At the end of each course, students' complete evaluation forms where they assess how well the course helped them meet the specific CLOs. These forms include sections on course content, teaching methods, and assessments. This feedback provides data on whether course activities are aligned with achieving the intended PLOs.

4. Analysis and Reporting

- The results of the CLO assessments are aggregated across multiple courses to evaluate how well students are achieving the mapped PLOs. This data is reviewed by program administrators and faculty to assess overall program effectiveness.
- The aggregated data on CLO and PLO achievement is presented during faculty meetings and program reviews, providing a basis for decisions on curriculum adjustments, teaching methods, and resource allocation.

5. Continuous Improvement

- Based on the evaluation of CLOs and their contribution to PLOs, instructors and program coordinators develop improvement plans for individual courses. These plans may involve revising the curriculum, altering assessment methods, or introducing new teaching strategies.
- If data shows that certain PLOs are not being met across multiple courses, the program leadership may revise the overall curriculum or introduce new learning opportunities to strengthen those outcomes.

This structured approach ensures that the Course Learning Outcomes effectively contribute to the achievement of the Program Learning Outcomes and allows for continuous monitoring, evaluation, and improvement of both individual courses and the overall program.

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching	Faculty members, students, program leaders, course reports	Survey, observation PLOs assessment	End of academic year
Effectiveness of assessment methods and practices.	Faculty members, students	Annual survey	End of academic year
Learning resources	Students, faculty members, administrative staff, independent reviewers	Surveys, observation	End of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of leadership	Students, faculty members, administrative staff	Surveys	End of academic year
Overall quality of the program	PLOs, teaching/assessment, improvement	Course reports, program report	End of academic year

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

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

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

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

7. Program KPIs: *

The period to achieve the target (1447-1449) year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Students' Evaluation of quality of learning experience in the program	4.8	● Student Surveys and Questionnaires ● Focus Group Discussions ● Course Evaluation Forms ● Alumni Surveys ● Thesis and Research Project Feedback	In the middle and end of each academic year.
2	KPI-PG-2	Students' evaluation of the quality of the courses	4.85	● Student Surveys and Questionnaires ● Focus Group Discussions ● Course Evaluation Forms ● Alumni Surveys ● Thesis and Research Project Feedback	At the end of each semester

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
3	KPI-PG-3	Students' Evaluation of the Quality of Academic Supervision	4.6	• Supervision Evaluation Surveys • Mid-Project Feedback Forms • Focus Group Discussions • Exit Interviews or Surveys • Alumni Feedback	At the end of each academic year
4	KPI-PG-4	Average time (in semesters) spent by students to graduate from the program.	7 semesters	Statistical data analysis based on data received from the registrar	At the end of each academic year
5	KPI-PG-5	Rate of Students Dropping Out of the Program	0%	Statistical data analysis based on data received from the registrar	At the beginning of each academic year
6	KPI-PG-6	Employers' Evaluation of the Program Graduates' Competency	4.8	• Employer Feedback Surveys • Interviews with Employers • Industry Focus Group Discussions • Job Performance Assessments • Alumni Employment Tracking and Feedback	Annually
7	KPI-PG-7	Students' Satisfaction with Services Provided	4.7	• Student Satisfaction Surveys • Focus Group Discussions	At the end of each academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				• Feedback Forms on Support Services • Exit Surveys • Service-Specific Evaluation (e.g., library, IT, advising)	
8	KPI-PG-8	Ratio of students to faculty members	One faculty member to 2 students	Statistical data analysis based on data received from the registrar	At the end of each academic year
9	KPI-PG-9	Percentage of Publications of Faculty Members	80%	Statistical data analysis	Annually
10	KPI-PG-10	Rate of Published Research per Faculty Member	4	Statistical data analysis collected via survey	Annually
11	KPI-PG-11	Citations Rate in Refereed Journals per Faculty Member	25 citations per faculty member	Google scholar report ResearchGate report Scopus report publication report	Annually
12	KPI-PG-12	Percentage of Students' Publication	65%	Statistical data analysis	Within six months of graduation
13	KPI-PG-13	Number of Patents, Innovative Products, and Awards of Excellence	5	Survey	Annually

* including KPIs required by NCAAA

H. Specification Approval Data:

G. Specification Approval Data:

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