



## Program Specification

**Program Name:** Business Administration

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

**Department:** Business Administration

**College:** College of Business

**Institution:** Jouf University

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## A. Program Identification and General Information

### 1. Program Main Location:

Main Campus- Sakaka

### 2. Branches Offering the Program:

- Girl branch- Sakaka,

### 3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

#### **Economic reasons:**

- 1- Provide the Saudi society and Jouf region with national competencies specialized in business administration to work in the government sector and the private sector.
- 2- Support the increase of the knowledge capital in Jouf region and in the Kingdom.
- 3- Enhance increasing of human capital in Jouf region and in the Kingdom in general.

#### **Social reasons:**

- 1- Graduation of qualified cadres to assist in the diagnosis and treatment of social issues and problems in Jouf region
- 2- Providing national cadres able to face contemporary social challenges in the region
- 3- Strengthening relations with the community in Jouf for social activities

#### **Cultural reasons:**

- 1- The necessity and quality of representatives specialized in the field of business administration in government bodies
- 2- Expand awareness of project management and investment.
- 3- Training students to conduct research and encourage them, and enrich the record of scientific research at the Jouf University, the contributions of professors and students in the composition.

#### **Political reasons:**

1. Disseminate the concept of private investment as a source of income and reduce the pressure on government institutions to provide jobs.
2. Find alternatives to public revenues in addition to petroleum.

### 4. Total Credit Hours for Completing the Program for each track: ( 134 )

### 5. Professional Occupations/Jobs:

#### **Marketing Track:**

- Sales Representative
- Bank counter employee
- marketing Manager
- Sales men
- Human Resources Officer.

**Financial Management Track**

- Financial Analyst
- Financial Manager
- Treasury Officer
- Risk Management Officer

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

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. Marketing	134	
2. Financial Management	134	

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

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

**B. Mission, Goals, and Learning Outcomes****1. Program Mission:**

Pursuing to meet the needs of the labor market by graduating qualified cadres in the field of business administration and providing an environment compatible with quality and accreditation standards for an academic and supportive of learning, education, scientific research and community service.

**2. Program Goals:**

This program aims to:

1. Continuous improvement in the program to ensure compliance with quality standards.
2. Graduating qualified students to meet the requirements of the labor market locally and regionally in the field of business administration.
3. Preparing specialized research and studies in the fields of business.
4. Strengthen partnership with business communities, organizations and professional bodies.
5. Contribute to fulfilling the various needs of society in the Kingdom of Saudi Arabia in the field of business administration.

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

The relationship between University mission, College mission, and Program Mission is provided in the following table.

<b>University mission</b>	<b>College mission</b>	<b>Program mission</b>
Providing Distinguished Education and Research Outcomes to Develop the Community.	Providing labor market with qualified cadres in administrative and human sciences through offering up to date educational programs.	fulfilling the needs of the labor market by graduating qualified cadres in the field of business administration, providing an environment compatible with quality and academic accreditation standards and supportive of learning, education, scientific research and community service.

The alignment points between university mission, college mission and program mission are clear from that the program, college and university are looking to provide a supportive environment for outstanding educational outputs that meet the needs of the labor market in business management disciplines through its main components marketing and finance, and it conducts scientific research, community partnership for development and service.

The relationship between Goals of Jouf University, Goals of College and goals of program is provided in the following table.

<b>Goals of Jouf University</b>	<b>Goals of College of Business</b>	<b>Goals of Program</b>
1- Application of academic accreditation standards in all university programs	1- Conforming that college performance is in line with to the standards of the Education & Training Evaluation Commission.	1- Continuous improvement in the program to ensure compliance with quality standards.
2- Improving academic and scientific performance to meet market and community needs	2- Providing academic and professional programs that are in line with the Kingdom's 2030 vision in the field of higher education to contribute to bridging the gap between higher education outcomes and labor market requirements.	2- Graduating qualified students to meet the requirements of the labor market locally and regionally in the field of business administration.
3- Publication of at least 40% of all faculty member in ISI journals or journals with high	3- Establishing system of scientific research and postgraduate studies in the various	3- Preparing specialized research and studies in the fields of business.

impact.	fields of business conforms to scientific standards.	
4- Signing and activating at least one social partnership every academic term to achieve university mission and vision and to serve the community.	4- Enhancing societal partnership in various business fields.	4- Strengthen partnership with business communities, organizations and professional bodies.
5- Identifying community needs and expectations		5- Contribute to fulfilling the various needs of society in the Kingdom of Saudi Arabia in the field of business administration.
Alignment between Program Goals and the Goals of the Institution/ College	The program's goals are related to the college and university's goals, as the university's goals is to be among top 200 universities worldwide and to contribute effectively in building knowledge economy and enhancing societal partnership in various business fields.	

#### 4. Graduate Attributes:

Align with NQF and JU graduate attributes , the graduates of Business Administration program must be:

1. Having in depth and specialized knowledge and understanding of management field, especially in marketing and Financial Management subjects and having the ability to reflect their progress as a learner.
2. Possessing wide range perceptions and high thinking skills in scientific research.
3. Having a judgment in dealing with decisions making problems inside an organization
4. Able to use advanced technology to service his field
5. Able to deliver professional business presentations and to write professional business documents.
6. Behave in ways that are harmonious with Islamic values and beliefs and reflect high levels of fidelity, responsibility and commitment to service to community.
7. Able to work with teamwork and interactive with others

University	Program
<b>First: Knowledge and understanding</b> 1- Possesses a comprehensive and consistent structure of knowledge and understanding of	<b>First: Knowledge and understanding</b> 1. Having in depth and specialized knowledge and understanding of management field, especially in

<p>the theories, principles and concepts involved in the field of specialization.</p> <p>2- Mastery of accurate and advanced knowledge in the field of specialization, in order to qualify it to meet the requirements of the labor market.</p> <p>3- Knowledge of and understanding of research methodology and investigation methods.</p> <p><b>Second: Skills</b></p> <p><b>A- Perceptual skills</b></p> <p>4- Having the ability to apply the knowledge, concepts and theories studied in the specialization to address issues and problems.</p> <p>5- Critical evaluation of complex knowledge, and its use to provide innovative solutions to contemporary issues and problems.</p> <p>6- Practicing techniques for investigating, verifying and investigating issues and problems.</p> <p><b>B- Practical and physical skills</b></p> <p>7- The use of advanced and specialized tools, machines, materials and devices in dealing with practical activities related to specialization, work and profession.</p> <p>8- Performing a set of complex practical tasks and procedures in a specific field, related to the field of specialization or work profession.</p> <p><b>C- Communication and information technology skills</b></p> <p>9- Communicate in various ways with individuals and groups to exchange knowledge, specialized skills.</p>	<p>marketing and Financial Management subjects and having the ability to reflect their progress as a learner.</p> <p>2. Possessing wide range perceptions and high thinking skills in scientific research.</p> <p><b>Second: Skills</b></p> <p>1. Having a judgment in dealing with decisions making problems inside a organization Possessing wide range perceptions and high thinking skills in scientific research.</p> <p>2. Able to use advanced technology to service his field</p> <p>3. Able to deliver professional business presentations and to write professional business documents</p> <p><b>Third: Value</b></p> <p>1. Behave in ways that are harmonious with Islamic values and beliefs and reflect high levels of fidelity, responsibility and commitment to service to</p>
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<p>10-The ability to choose and use a variety of digital technology and information and communication technology tools and applications to serve the field and support and enhance research and specialized projects.</p> <p><b>Third: Value</b></p> <p>11-Demonstrate integrity, professional and academic ethics, and a commitment to responsible citizenship.</p> <p>12-Self-evaluation of the level of learning and way of thinking and dealing with issues related to aspects of specialization and society.</p> <p>13-Mastering self-learning skills, and taking responsibility for professional development in the field of specialization</p> <p>14-The ability to social adapt and work in a team flexibly and effectively.</p> <p>15-Serving the community by actively engaging in community issues that entrench the state's values and constants.</p>	<p>community.</p> <p>2. Able to work with teamwork and interactive with others</p>
<p>Alignment: The Business Administration program Graduates attributes are consistent with the graduates' attributes of the Jouf university, as appear the attributes of the program seek to enhance scientific knowledge and scientific research, as well as work to increase awareness of thinking and self-evaluation and to enhance the technical and Scientific aspects, and in the end, it works to enhance citizenship and community service which is all on the line with the university Graduates attributes.</p>	
<p><b>5.Program learning Outcomes*(marketing and finance):</b></p>	



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

<b>Marketing Track: Program learning Outcomes*</b>	
<b>Knowledge and Understanding</b>	
<b>K1</b>	Explain the theories and scientific concepts to help in decision-making process for the for business marketing environment
<b>K2</b>	Demonstrate the functions of marketing topics (product and brand management, integrated marketing communications, consumer behavior, service marketing, international marketing, sales management, tourism marketing, agricultural marketing, marketing strategies and contemporary issues in marketing).
<b>K3</b>	Analyze scientific theories to ensure efficiency and effectiveness in the market environment.
<b>K4</b>	Preparing field research to determine market trends and customer needs.
<b>Skills</b>	
<b>S1</b>	Practice appropriate skills related to work in the marketing activity with the desire to withstand work pressure and the ability to work efficiently within teams.
<b>S2</b>	Demonstrate the use of modern technology to serve society in the marketing aspects.
<b>S3</b>	Evaluate complex marketing problems using appropriate technological and analytical tools.
<b>S4</b>	Apply and calculating the marketing budget for marketing decisions.
<b>Values</b>	
<b>V1</b>	Demonstrate the ethical aspects in completing and implementing marketing activities.
<b>V2</b>	Participate to reproduce solution related to Marketing problems.
<b>V3</b>	Practice skills in communication, negotiation, leading a meeting and solving problems in a group environment.
<b>V4</b>	Commit to ethical and professional practices related to community's issues in the field of Marketing.

<b>Financial Management Track: Program learning Outcomes*</b>	
<b>Knowledge and Understanding</b>	
<b>K1</b>	Explain the theories and scientific concepts to help in decision-making process for the Business financial environment.
<b>K2</b>	Demonstrate the functions related to financial topics (financial planning, financial analysis, financial information systems, financial markets and accounting, economics, banking risk management, financial derivatives, corporate governance, Islamic finance and its types, and financial control).
<b>K3</b>	Analyze scientific theories to ensure efficiency and effectiveness in the financial business environment.
<b>K4</b>	Preparing field research in identifying new financial business trends and customer needs.

Skills	
<b>S1</b>	Practicing appropriate skills related to working in a financial business environment with a willingness to work under pressure and the ability to work efficiently within teams.
<b>S2</b>	Demonstrate the use of modern technology to serve the society in the social and economic aspects.
<b>S3</b>	Evaluate complex financial problems using appropriate technological and analytical tools.
<b>S4</b>	Apply and calculate financial budget to make decisions in managing personal finance.
Values	
<b>V1</b>	Demonstrate the ethical aspects in the completion and implementation of financial business.
<b>V2</b>	Participate to reproduce solution related to financial problem.
<b>V3</b>	Practice skills in communication, negotiation, leading a meeting and solving problems in a group financial business environment.
<b>V4</b>	Commit to ethical and professional practices related to community's issues in the field of financial management.

## 1. Curriculum Structure:

### \*Marketing track:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
<b>Institution Requirements</b>	Required	12	26	20%
	Elective	3	6	4%
<b>College Requirements</b>	Required	6	18	14%
	Elective	0	0	0
<b>Program Requirements</b>	Required	25	75	56%
	Elective	2	6	4%
<b>Capstone Course/Project</b>		NA	NA	NA
<b>Field Experience/ Internship</b>		<b>1</b>	<b>3</b>	<b>2%</b>
<b>Others</b>		NA	NA	NA
<b>Total</b>		49	134	<b>100%</b>

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

### \*Financial management track:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
<b>Institution Requirements</b>	Required	12	26	20%
	Elective	3	6	4%
<b>College Requirements</b>	Required	6	18	14%
	Elective	0	0	0
<b>Program Requirements</b>	Required	25	75	56%
	Elective	2	6	4%

<b>Capstone Course/Project</b>		NA	NA	NA
<b>Field Experience/ Internship</b>		<b>1</b>	<b>3</b>	<b>2%</b>
<b>Others</b>		NA	NA	NA
<b>Total</b>		49	134	<b>100%</b>

## 2. Program Study Plan:

### \*Marketing track:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	BUS111	Principles of Business Administration	Required	N/A	3	College
	ACCT111	Principles of Accounting and Financial Reporting	Required	N/A	3	College
	ISL101	Fundamentals of Islamic Culture	Required	N/A	2	University
	ENGL103	English Language 1	Required	N/A	3	University
	ARB100	Arabic Language Skills	Required	N/A	2	University
	EDU101	University life Skills	Required	N/A	2	University
	ISL111	The Holy Quran	Required	N/A	3	University
Level 2	MTH 181	Business Mathematics	Required	N/A	3	College
	BUS 122	Principles of Microeconomic	Required	N/A	3	College
	ISL110	The Moderation & Sobriety	Required	N/A	2	University
	ENGL104	English Language 2	Required	ENGL 103	3	University
	ARB102	Writing Skills	Required	N/A	2	University
	CIS101	Computer Skills	Required	N/A	3	University
Level 3	BUS 221	Principles of Macroeconomic	Required	BUS 122	3	College
	MTH 282	Business Statistics 1	Required	N/A	3	College
	ACCT 221	Principles of Cost and Managerial Accounting	Required	ACCT 111	3	College
	BUS 211	Human Resources Management	Required	BUS 111	3	Department
	ISL 105	Human Rights	Elective	N/A	2+2	University

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ISL 108 ISL 109	Contemporary Issues The Role of woman in Development				
	ISL100	Biography of the Prophet Muhammad	Required	N/A	3	University
Level 4	MTH 283	Business Statistics 2	Required	MTH 282	3	College
	LAWS 271	Principles Of Commercial Law	Required	N/A	3	University
	BUS241	Principles of Financial Management	Required	BUS 111	3	Department
	BUS231	Principles of Marketing	Required	BUS 111	3	Department
	BUS212	Business Communication	Required	ENGL 104	3	Department
	ISL 107	Profession Ethics	Required	N/A	2	University
Level 5	BUS331	Product and brand management	Required	N/A	3	Department
	BUS332	Integrated Marketing Communications	Required	N/A	3	Department
	BUS333	Distribution and Marketing Institutions Management	Required	N/A	3	Department
	BUS 311	Production and operations management	Required	BUS 111	3	Department
	BUS 334	Computer Usage in marketing	Required	BUS 231	3	Department
	ACCT 321	Management Accounting and Decision Making	Required	ACCT221	3	College
Level 6	BUS335	Consumer Behavior	Required	N/A	3	Department
	BUS336	Electronic Marketing	Required	BUS 231	3	Department
	BUS337	Services	Required	N/A	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		Marketing				
	BUS337	Marketing Management	Required	BUS 231	3	Department
	BUS321	Feasibility Studies	Required	BUS 241	3	Department
	EDU 102 BUS 101	Voluntary Work Entrepreneurship	Elective	N/A	2	University
Level 7	BUS431	International Marketing	Required	N/A	3	Department
	BUS432	Sales Management	Required	BUS 332	3	Department
	BUS433	Marketing Strategies	Required	BUS 338	3	Department
	BUS411	Research methods in Business	Required	MTH 283	3	Department
	BUS 434 BUS 435	Tourism Marketing Agricultural Marketing	Elective	N/A	3	Department
Level 8	BUS436	Marketing researches	Required	BUS 411	3	Department
	BUS437	Contemporary issues in Marketing	Required	BUS 338	3	Department
	BUS412	Corporate Strategy	Required	BUS 241	3	Department
	BUS438 BUS439 BUS 413	Banking Marketing Or Retailing Or supply chain management	Elective	N/A	3	Department
	BUS430	Practical Training	Required	Passing 105 credit hours	3	Department

### Financial Management Track:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	BUS111	Principles of Business Administration	Required	N/A	3	College
	ACCT111	Principles of Accounting and Financial Reporting	Required	N/A	3	College
	ISL101	Fundamentals of	Required	N/A	2	University

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		Islamic Culture				
	ENGL103	English Language 1	Required	N/A	3	University
	ARB100	Arabic Language Skills	Required	N/A	2	University
	EDU101	University life Skills	Required	N/A	2	University
	ISL111	The Holy Quran	Required	N/A	3	University
Level 2	MTH 181	Business Mathematics	Required	N/A	3	College
	BUS 122	Principles of Microeconomic	Required	N/A	3	College
	ISL110	The Moderation & Sobriety	Required	N/A	2	University
	ENGL104	English Language 2	Required	ENGL 103	3	University
	ARB102	Writing Skills	Required	N/A	2	University
	CIS101	Computer Skills	Required	N/A	3	University
Level 3	BUS 221	Principles of Macroeconomic	Required	BUS 122	3	College
	MTH 282	Business Statistics 1	Required	N/A	3	College
	ACCT 221	Principles of Cost and Managerial Accounting	Required	ACCT 111	3	College
	BUS 211	Human Resources Management	Required	BUS 111	3	Department
	ISL 105 ISL 108 ISL 109	Human Rights Contemporary Issues The Role of woman in Development	Elective	N/A	2+2	University
	ISL100	Biography of the Prophet Muhammad	Required	N/A	3	University
Level 4	MTH 283	Business Statistics 2	Required	MTH 282	3	College
	LAWS 271	Principles Of Commercial Law	Required	N/A	3	University
	BUS241	Principles of Financial Management	Required	BUS 111	3	Department
	BUS231	Principles of Marketing	Required	BUS 111	3	Department
	BUS222	Economics of Money and Banking	Required	BUS221	3	Department
	ISL 107	Profession Ethics	Required	N/A	2	University
Level 5	BUS341	Financial Markets	Required	BUS 241	3	Department
	BUS342	Corporate Finance I	Required	N/A	3	Department
	BUS343	International Financial Management	Required	N/A	3	Department
	BUS344	Financial Information Systems	Required	N/A	3	Department
	BUS313	Operations Research	Required	MTH 283	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ACCT322	Financial Reports Analysis	Required	BUS 241	3	College
Level 6	BUS345	Portfolio Management	Required	BUS 341	3	Department
	BUS346	Fundamentals of Risk and Insurance	Required	N/A	3	Department
	BUS347	Behavioral Finance	Required	BUS 341	3	Department
	BUS348	Corporate Finance 2	Required	BUS 342	3	Department
	EDU 102 BUS 101	Voluntary Work or Entrepreneurship	Elective	N/A	2	University
	BUS321	Feasibility Studies	Required	BUS 241	3	Department
Level 7	BUS441	Financial Derivatives	Required	BUS 341	3	Department
	BUS442	Bank Risk Management	Required	N/A	3	Department
	BUS411	Research Methods in Business	Required	MTH 283	3	Department
	BUS421	Introduction to Econometrics	Required	MTH 283	3	Department
	BUS443 BUS422	Financial Modeling or Quantitative Methods	Elective	BUS345 (MTH 181 + BUS 313)	3	Department
Level 8	BUS444	Topics in Finance (E)	Required	ENGL 104 + BUS 341	3	Department
	BUS445	Corporate Governance	Required	BUS 241	3	Department
	BUS412	Corporate Strategy	Required	BUS 241	3	Department
	BUS446, BUS447	Real Estate Finance or Islamic Finance	Elective	N/A	3	Department
	BUS448	Practical Training	Required	Passing 105 credit hours	3	Department

\* Include additional levels if needed

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

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

<https://drive.google.com/drive/folders/1sSLj0eRcW9RcHRnCulgHwDdQFVeV6sXL?usp=sharing>



#### 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**)

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

##### Marketing track:

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills				Values			
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3	V4
<b>LEVEL 1</b>												
BUS111	I				I				I			
ACCT111	I	I				I			I		I	
ISL101	I										I	
ENGL103	I							I				
ARB100								I				
EDU101								I				
ISL111											I	
<b>LEVEL 2</b>												
MTH 181	I					I						
BUS 122		I				I				I		
ISL110							I					
ENGL104						I						
ARB102		I					I					
CIS101			I					I				
<b>LEVEL 3</b>												
BUS 221			I				I				I	
MTH 282						I						
ACCT 221	I		I			I	I			I		
BUS 211				I				I				I
ISL 105		I							I			
ISL 108												
ISL 109												
ISL100	I				I							
<b>LEVEL 4</b>												
MTH 283							P					
LAWS 271	P											
BUS241	P					P			P			
BUS231		P						P		P		
BUS212				P			P				P	
ISL 107								P			P	
<b>LEVEL 5</b>												
BUS331			P		P					P		
BUS332				P				P			P	

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills				Values			
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3	V4
BUS333	P				P					P		
BUS 311		P					P		P			
BUS 334			P			P						
ACCT 321		P	P					P		P		
<b>LEVEL 6</b>												
BUS335		P				P					P	
BUS336	P				P				P			
BUS337			P				P			P		
BUS338				P				P				
BUS321	P					P				P		
EDU 102 BUS 101			P				P				P	
<b>LEVEL 7</b>												
BUS431		M			M				M			
BUS432			M				M				M	
BUS433	M							M				M
BUS411				M		M				M		
BUS 434 BUS 435		M						M				M
<b>LEVEL 8</b>												
BUS436				M			M				M	
BUS437			M					M	M			
BUS412	M				M					M		
BUS438 BUS439 BUS 413		M				M			M			

## Financial Management Track:

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills				Values			
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3	V4
<b>LEVEL 1</b>												
BUS111	I				I				I			
ACCT111	I	I				I			I		I	
ISL101	I										I	
ENGL103	I							I				
ARB100								I				
EDU101								I				
ISL111											I	
<b>LEVEL 2</b>												
MTH 181	I					I						
BUS 122		I				I				I		
ISL110							I					
ENGL104						I						
ARB102		I					I					
CIS101			I					I				
<b>LEVEL 3</b>												
BUS 221			I				I				I	
MTH 282						I						
ACCT 221	I		I			I	I			I		
BUS 211				I				I				I
ISL 105		I							I			
ISL 108												
ISL 109												
ISL100	I				I							
<b>LEVEL 4</b>												
MTH 283							P					
LAWS 271			P			P						
BUS241	P					P			P			
BUS231		P						P		P		
BUS222			P			P					P	
ISL 107								P			P	
<b>LEVEL 5</b>												
BUS341	P				P							P
BUS342		P						P	P			
BUS343				P			P				P	
BUS344			P				P					P
BUS313	P					P			P			
ACCT322												
<b>LEVEL 6</b>												P
BUS345		P					P					p
BUS346				P				P	P			
BUS347		P			P					P		

BUS348			P				P				P
EDU 102 BUS 101			P				P				P
BUS321	P						P			P	
<b>LEVEL 7</b>											
BUS441		M					M				M
BUS442	M					M					M
BUS411				M			M			M	
BUS421			M					M			M
BUS443 BUS422				M			M		M		
<b>LEVEL 8</b>											
BUS444			M				M		M		
BUS445				M				M		M	
BUS412	M					M				M	
BUS446, BUS447		M					M				M
BUS448			M			M			M		

### 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.

#### ❖ Policies to achieve the program learning outcomes:

The program adopts a set of university policies to ensure the quality system in academic programs, and they are applied through the Bachelor of Business Administration program systematically to implement positive change in order to improve and develop the teaching and learning process (close the quality circle) which supports the quality of the various program outputs. Examples of these policies implemented by the program are (see the Program Quality System Guide):

- Quality Assurance Policy for Academic Programs at Jouf University
- Teaching and learning quality control policy at Jouf University
- Policy for Independent Verification of Student Achievement Standards
- Policy for the development and creation of academic programs and the matrix for the distribution of powers
- Field Training Policy
- Exam policy and student evaluation
- Student Retention Policy and Increased Completion Rates

The program also adopts the implementation of the policy of monitoring the quality of teaching and learning at Jouf University through the following levels (see the policy of monitoring the quality of teaching and learning at Jouf University):

- Monitoring the quality of teaching and learning at the faculty level
- Monitoring the quality of teaching and learning at the program level
- Monitoring the quality of teaching and learning at the quality assurance

unit level

The program also focuses on the following procedures:

- Reviewing the evaluation by enrolled students for curriculum and academic program.
- Reviewing the evaluation by graduating students for curriculum and academic program.
- Reviewing employer’s evaluation of the performance of graduates.
- Implementing an internal Audit (self-evaluation).
- Implementing an external audit for courses and program.
- Encouraging faculty for training courses and workshops to provide them with the necessary teaching skills (defined learning theories and strategies for
  - Teaching and learning).

❖ **Teaching and learning strategies and learning activities to achieve program learning outcomes(Marketing track):**

PLOs		Teaching and learning strategies	learning activities
	Knowledge and Understanding		
K1	Explain the theories and scientific concepts to help in decision-making process for the for business marketing environment	<ul style="list-style-type: none"> <li>- Interactive Lectures.</li> <li>- Panel discussions</li> <li>- Divide students into groups</li> <li>- Using e-learning and distance education strategies</li> </ul>	<p><b>curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Fulfillment of assignments and duties</li> <li>- Reports preparation</li> <li>- Make presentations</li> <li>- Shared in discussions and dialogues</li> <li>- Participation during lectures</li> <li>- Group assignments focusing on (activity-based learning)</li> </ul> <p><b>extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Participation in discussion forums</li> <li>- Attending workshops, seminars and training courses</li> <li>- Library visit</li> </ul>
K2	Demonstrate the functions of marketing topics (product and brand management, integrated marketing communications, consumer behavior, service marketing, international marketing, sales management, tourism marketing, agricultural marketing, marketing strategies and contemporary issues in marketing).		
K3	Analyze scientific theories to ensure efficiency and effectiveness in the		

	market environment.		
<b>K4</b>	Preparing field research to determine market trends and customer needs.		
<b>Skills</b>			
<b>S1</b>	Practice appropriate skills related to work in the marketing activity with the desire to withstand work pressure and the ability to work efficiently within teams.	<ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Information analysis</li> <li>- Conducting researches</li> <li>- Self-education.</li> </ul>	<p><b>curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Fulfillment of assignments and duties</li> <li>- Problem solving</li> <li>- Reports preparation</li> <li>- Prepare mini research</li> <li>- Make presentations</li> <li>- Shared in discussions and dialogues</li> <li>- Participation during lectures</li> <li>- Group assignments focusing on (activity-based learning)</li> <li>- Conducting practical training</li> </ul> <p><b>extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Participation in discussion forums</li> <li>- Attending workshops, seminars and training courses</li> <li>- Library visit</li> </ul>
<b>S2</b>	Demonstrate the use of modern technology to serve society in the marketing aspects.		
<b>S3</b>	Evaluate complex marketing problems using appropriate technological and analytical tools.		
<b>S4</b>	Apply and calculating the marketing budget for marketing decisions.		
<b>values</b>			
<b>V1</b>	Demonstrate the ethical aspects in completing and implementing marketing activities.	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Brainstorming</li> <li>- Panel discussions</li> </ul>	<p><b>curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Performing group tasks and duties</li> <li>- Group participation in problem solving</li> <li>- Reports preparation</li> <li>- Collective participation in the preparation of mini-research</li> <li>- Participate in group presentations</li> <li>- Participate in discussions and dialogues</li> <li>- Preparing group assignments</li> <li>- Participation during lectures and group assignments focusing on (activity-based learning)</li> </ul> <p><b>extra-curricular activities:</b></p>
<b>V2</b>	Participate to reproduce solution related to Marketing problems.		
<b>V3</b>	Practice skills in communication, negotiation, leading a meeting and solving problems in a group environment.		
<b>V4</b>	Commit to ethical and		

professional practices related to community's issues in the field of Marketing.		<ul style="list-style-type: none"> <li>- Participation in discussion forums</li> <li>- Attending workshops, seminars and training courses</li> <li>- Student active participation in clubs and society</li> <li>- Social Participation</li> <li>- Participation in internal and external competitions</li> <li>- Students' participation in the scientific seminar for the courses</li> </ul>
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**❖ Teaching and learning strategies and learning activities to achieve program learning outcomes (**Financial Management Track**):**

PLOs	Teaching and learning strategies	learning activities
<b>K1</b>		<p><b>curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Fulfillment of assignments and duties</li> <li>- Reports preparation</li> <li>- Make presentations</li> <li>- Shared in discussions and dialogues</li> </ul>
<b>K2</b>	<ul style="list-style-type: none"> <li>- Interactive Lectures.</li> <li>- Panel discussions</li> <li>- Divide students into groups</li> <li>- Using e-learning and distance education strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Participation during lectures</li> <li>- Group assignments focusing on (activity-based learning)</li> </ul> <p><b>extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Participation in discussion forums</li> <li>- Attending workshops, seminars and training courses</li> <li>- Library visit</li> </ul>
<b>K3</b>		



	environment.		
<b>K4</b>	Preparing field research in identifying new financial business trends and customer needs.		
<b>Skills</b>			
<b>S1</b>	Practicing appropriate skills related to working in a financial business environment with a willingness to work under pressure and the ability to work efficiently within teams.		<p><b>curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Fulfillment of assignments and duties</li> <li>- Problem solving</li> <li>- Reports preparation</li> <li>- Prepare mini research</li> <li>- Make presentations</li> <li>- Shared in discussions and dialogues</li> <li>- Participation during lectures</li> <li>- Group assignments focusing on (activity-based learning)</li> <li>- Conducting practical training</li> </ul> <p><b>extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>- Participation in discussion forums</li> <li>- Attending workshops, seminars and training courses</li> <li>- Library visit</li> </ul>
<b>S2</b>	Demonstrate the use of modern technology to serve the society in the social and economic aspects.	<ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Information analysis</li> <li>- Conducting researches</li> <li>- Self-education.</li> </ul>	
<b>S3</b>	Evaluate complex financial problems using appropriate technological and analytical tools.		
<b>S4</b>	Apply and calculate financial budget to make decisions in managing personal finance.		
<b>values</b>			
<b>V1</b>	Demonstrate the ethical aspects in the completion and implementation of financial business. .	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Brainstorming</li> <li>- Panel discussions</li> </ul>	
<b>V2</b>	Participate to reproduce solution related to financial problem.		

V3	Practice skills in communication, negotiation, leading a meeting and solving problems in a group financial business environment.		dialogues - Preparing group assignments - Participation during lectures and group assignments focusing on (activity-based learning)
V4	Commit to ethical and professional practices related to community's issues in the field of Financial management.		<b>extra-curricular activities:</b> - Participation in discussion forums - Attending workshops, seminars and training courses - Student active participation in clubs and society - Social Participation - Participation in internal and external competitions - Students' participation in the scientific seminar for the courses

❖ **Learning experience to achieve the program learning outcomes:**  
through:

- Practical training course for students of advanced levels in the program, which contributes to the formation of educational experiences
- Distribute questionnaires to potential graduate / students to obtain feedback on the curriculum and the program.
- Personal interview to a group of potential graduate / students to identify their views on curriculum and the program.

**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.

**Marketing track:**

PLOs		Assessment Methods
Knowledge and Understanding		
K1	Explain the theories and scientific concepts to help in decision-making process for the for business marketing environment	<b>Direct Methods:</b> - Final and midterm exams - Blackboard Activities - Assignments
K2	Demonstrate the functions of marketing topics (product and brand management, integrated marketing communications, consumer behavior, service marketing, international marketing, sales management, tourism marketing, agricultural marketing, marketing	- Verbal questions - Various duties - E-Student Portfolio - Observation <b>Indirect Methods:</b> - Student surveys - Surveys of graduates and employers

	strategies and contemporary issues in marketing).	
<b>K3</b>	Analyze scientific theories to ensure efficiency and effectiveness in the market environment.	
<b>K4</b>	Preparing field research to determine market trends and customer needs.	
<b>Skills</b>		
<b>S1</b>	Practice appropriate skills related to work in the marketing activity with the desire to withstand work pressure and the ability to work efficiently within teams.	<b>Direct Methods:</b> - Final and midterm exams - Blackboard Activates - Problem solving and Presentation - Assignments - Various duties - E-Student Portfolio - Observation  <b>Indirect Methods:</b> - Student surveys - Surveys of graduates and employers - Student focus groups - Feedback from employers on student performance during internship
<b>S2</b>	Demonstrate the use of modern technology to serve society in the marketing aspects.	
<b>S3</b>	Evaluate complex marketing problems using appropriate technological and analytical tools.	
<b>S4</b>	Apply and calculating the marketing budget for marketing decisions.	
<b>Values</b>		
<b>V1</b>	Demonstrate the ethical aspects in completing and implementing marketing activities.	<b>Direct Methods:</b> - Periodical reports - Teamwork assessment - Problem solving and Presentation - Observation  <b>Indirect Methods:</b> - Student surveys - Feedback from employers on student performance during internship
<b>V2</b>	Participate to reproduce solution related to Marketing problems.	
<b>V3</b>	Practice skills in communication, negotiation, leading a meeting and solving problems in a group environment.	
<b>V4</b>	Commit to ethical and professional practices related to community's issues in the field of Marketing.	

### Financial Management Track:

PLOs		Assessment Methods
Knowledge and Understanding		
<b>K1</b>	Explain the theories and scientific concepts to help in decision-making process for the Business financial environment.	<b>Direct Methods:</b> - Final and midterm exams - Blackboard Activities - Assignments - Verbal questions - Various duties - E-Student Portfolio
<b>K2</b>	Demonstrate the functions related to financial topics (financial planning, financial analysis, financial information systems, financial markets and accounting.	

	economics, banking risk management, financial derivatives, corporate governance, Islamic finance and its types, and financial control).	- Observation <b>Indirect Methods:</b> - Student surveys - Surveys of graduates and employers
<b>K3</b>	Analyze scientific theories to ensure efficiency and effectiveness in the financial business environment.	
<b>K4</b>	Preparing field research in identifying new financial business trends and customer needs.	
<b>Skills</b>		
<b>S1</b>	Practicing appropriate skills related to working in a financial business environment with a willingness to work under pressure and the ability to work efficiently within teams.	<b>Direct Methods:</b> - Final and midterm exams - Blackboard Activates - Problem solving and Presentation - Assignments
<b>S2</b>	Demonstrate the use of modern technology to serve the society in the social and economic aspects.	- Various duties - E-Student Portfolio - Observation
<b>S3</b>	Evaluate complex financial problems using appropriate technological and analytical tools.	<b>Indirect Methods:</b> - Student surveys - Surveys of graduates and employers
<b>S4</b>	Apply and calculate financial budget to make decisions in managing personal finance.	- Student focus groups - Feedback from employers on student performance during internship
<b>Values</b>		
<b>V1</b>	Demonstrate the ethical aspects in the completion and implementation of financial business under Vision 2030.	<b>Direct Methods:</b> - Periodical reports - Teamwork assessment
<b>V2</b>	Participate to reproduce solution related to financial problem.	- Problem solving and Presentation - Observation
<b>V3</b>	Practice skills in communication, negotiation, leading a meeting and solving problems in a group financial business environment.	<b>Indirect Methods:</b> - Student surveys - Feedback from employers on student performance during internship
<b>V4</b>	Commit to ethical and professional practices related to community's issues in the field of financial management.	

#### D. Student Admission and Support:

<b>1. Student Admission Requirements</b>
<p>(1) The University Council determines based on the proposal of Colleges Councils and its related bodies the number of students admissible in the next academic year.</p> <p>(2) The Deanship of Admissions and Registration, in coordination with the Deanship of Colleges, prepares a memorandum of presentation and submit it to the University Council with the number of students, which can be accepted in the next academic year.</p>

- (3) The admission of the new student at the university shall be as follows:
- (A) Have a high school certificate or equivalent within the Kingdom or outside.
  - (B) Should he not have passed the secondary school or equivalent for more than five years, and the University Council may exempt from this condition if there are convincing reasons.
  - (C) To have good conduct.
  - (D) Successfully pass any test or personal interview deemed by the University Council.
  - (E) To be medically fit;
  - (F) To obtain the approval of his / her reference to the study if he / she works in any governmental or private body.
  - (G) To fulfill any other conditions determined by the University Council.
- (4) The trade-off between applicants who meet all the requirements shall be in accordance with their grades in the general secondary certificate examination, the personal interview and the admission tests, if any.
- (5) Students who apply for study are selected according to their achievement in the secondary certificate and their rates in any other tests required.

## **2. Guidance and Orientation Programs for New Students**

- Psychological preparation for new students.
  - Providing psychological and therapeutic consultations through the Academic Advising committee at the program.
  - Holding guiding seminars and workshops to prepare new faculty members for the academic and student guidance process in the department.
  - Follow up on the implementation of instructional hours by faculty members and abide by them.
  - Work to solve any academic problem facing the student through his academic advisor.
  - Providing support for students Special Support (low achievers, disabled, gifted and talented).
  - Preparing a list of educational resources that help students to excel, Special Support to gifted and talented.
  - Inform students about what is new in their field of specialization.
  - Constant communication between the student and his academic advisor.
  - Working to unify social and human relations between students and their academic advisors through group meetings.
  - Encourage students to participate in cultural competitions.
- Educating students on the importance of community service.

## **3. Student Counseling Services**

(academic, career, psychological and social )

1. Each student enrolled in the program shall be assigned an academic advisor, whose task shall be to monitor the academic performance of the student until his / her graduation.
- 2 - Each academic advisor at the beginning of each semester of his student advise

them in the selection of courses, and the method of deletion and addition to the courses, and provides them with the advice they need.

3. Every academic advisor (hour) shall be assigned a desk every week to meet with his student to advise them and assist them in overcoming the difficulties facing them.

4 - Electronic communication with students through: e - mail / or social networking sites / e - learning systems.

5. Each academic advisor shall establish at the beginning of each semester a special file for each student.

6. Creating conditions for the annual growth of students and students, and building positive social relations with students and colleagues, faculty members and university staff, and build successful responses to academic problems encountered in different situations throughout the period of study at the university.

7- To prepare new students to learn about university life through guidance and guidance programs to introduce the college and its support departments and departments and how to obtain the services of the student in cooperation and coordination with the specialized administration of the college, as well as to introduce students to the variables that they may face in their university life and how to deal with them. In introductory paragraphs, a preliminary week and specialized courses to be held for that purpose.

8- Educating students about academic difficulties and study skills, how to prepare study plans and schedule of time, and provide them with skills that raise their academic achievement and achieve their personal consensus.

9 - Help students to choose the appropriate specialization according to their potential and interests of science and the needs of the labor market.

10 - Encouraging outstanding students for more achievement and directing them to invest their abilities and potential in areas that are commensurate with their interests and scientific interests.

#### **4. Special Support**

(low achievers, disabled, gifted and talented)

-Preparing a plan related to psychological and social counseling for integration into the university community.

-Preparing a file for each student with special needs to follow up on his academic career.

-Holding workshops to prepare faculty members to deal with people with special needs and take into account their needs.

- Identifying students who have stumbled in completing the educational process, and preparing a plan to help and encourage them to improve their educational level.

-Providing material and moral incentives for those who excel in studies with special needs.

-Providing awareness and educational programs related to the development of personal skills for students with special needs.

-Encouraging students with special needs to be creative and innovative, and



rewarding creators.

-Use the questions as part of the self-assessment process to get feedback from students with special needs.

-Use open and direct questions to help students with special needs assess the outcome of their assignments and try to improve their answers.

- Carrying out activities that help the psychological compatibility of students, and solving their various problems facing students with special needs.

## 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
<b>Professors</b>	Business Administration	Finance	NA	1	1	2
<b>Associate Professors</b>	Business Administration	Human Resource Economics	NA	2 1	1 2	3 3
<b>Assistant Professors</b>	Business Administration	Business Administration	NA	1	2	3
	Marketing	Marketing		5	1	6
	Human Resources	Human Resources		1	2	3
	Economics	Economics		1	1	2
<b>Lecturers</b>	Business Administration	Business Administration	NA	2	2	4
	Marketing	Marketing				
	Human Resources	Human Resources				
	Economics	Economics				
<b>Teaching Assistants</b>	Business Administration	Business Administration	NA	0	0	0
	Marketing	Marketing				
	Human Resources	Human Resources				
	Economics	Economics				
<b>Technicians and Laboratory Assistants</b>	Business Administration	Business Administration	NA	1	1	2
	Marketing	Marketing				
	Human Resources	Human Resources				
	Economics	Economics				
<b>Administrative and Supportive Staff</b>	Business Administration	Business Administration	NA	1	1	2
	Marketing	Marketing				
	Human Resources	Human Resources				
	Economics	Economics				
<b>Others ( specify )</b>	NA	NA	NA	0	0	0



## 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

- Reading the department manual.
- Explain the department's program plan.
- Defining the department's mission and objectives.
- Provide courses to prepare them for academic advising processes.
- Defining the rights and duties of a faculty member. Facilitating any obstacles to his academic career.

### 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.)

#### a. Improvement of skills in teaching and student assessment?

1. Determining the training needs of faculty members and technicians through questionnaires.
- 2 – Organizing teaching courses and special workshops; for the development and development of faculty members in the methods of teaching and evaluation skill, provided that the proportion of participants is not less than 15% per year.
- 3 - Organizing training courses for faculty members in the use of modern technology in the process of teaching and evaluation

#### b. Any other professional development, including research knowledge, and any other important aspects?

1. Encouraging faculty members to participate in scientific research in scientific conferences and seminars related to specialization.
2. Urging faculty members to contact scientific, and membership of scientific societies specialized in order to develop their professional, research and teaching.
3. Organizing training courses for faculty members in the use of modern technology in the field of scientific research, and teaching methods used in the teaching process.
4. Development may be through the Deanship of Scientific Research or the Deanship of Libraries; specialized courses are offered.

## 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.)

Establishing a committee headed by the program manager to set the special criteria for selecting the approved books and supporting references for each course.

- 2 - sub-committees for each of the branches of the program to study the books and referendums on a periodic basis, the task of review, planning, and access to the recent editions of the books and supporting references for each course.
- 3- The successive visit of the Central Library in order to know the contents of the written books and references related to the program's decisions.
- 4- Participating in the university database which allows access to most of the international publishing houses.

### 2. Facilities and Equipment

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

- 1- Coordinating with libraries that sell books on and off campus in order to provide the prescribed books and references needed by students in each course.
2. Review programs similar to the program as a reference index to benefit from their experience.
3. The extent to which books, referees and other sources are regularly evaluated periodically

every three years.

The head of the program is also set up to provide the office equipment available in the university, including benches, tables, spools, stationery, and other operating materials such as audio tools:

- Smart blackboard.
- Projector data show.

Optical tools:

- Smart blackboard.
- Projector data show.

Electronic tools and software:

- Smart blackboard.
- Projector data show.
- And support specialized websites

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

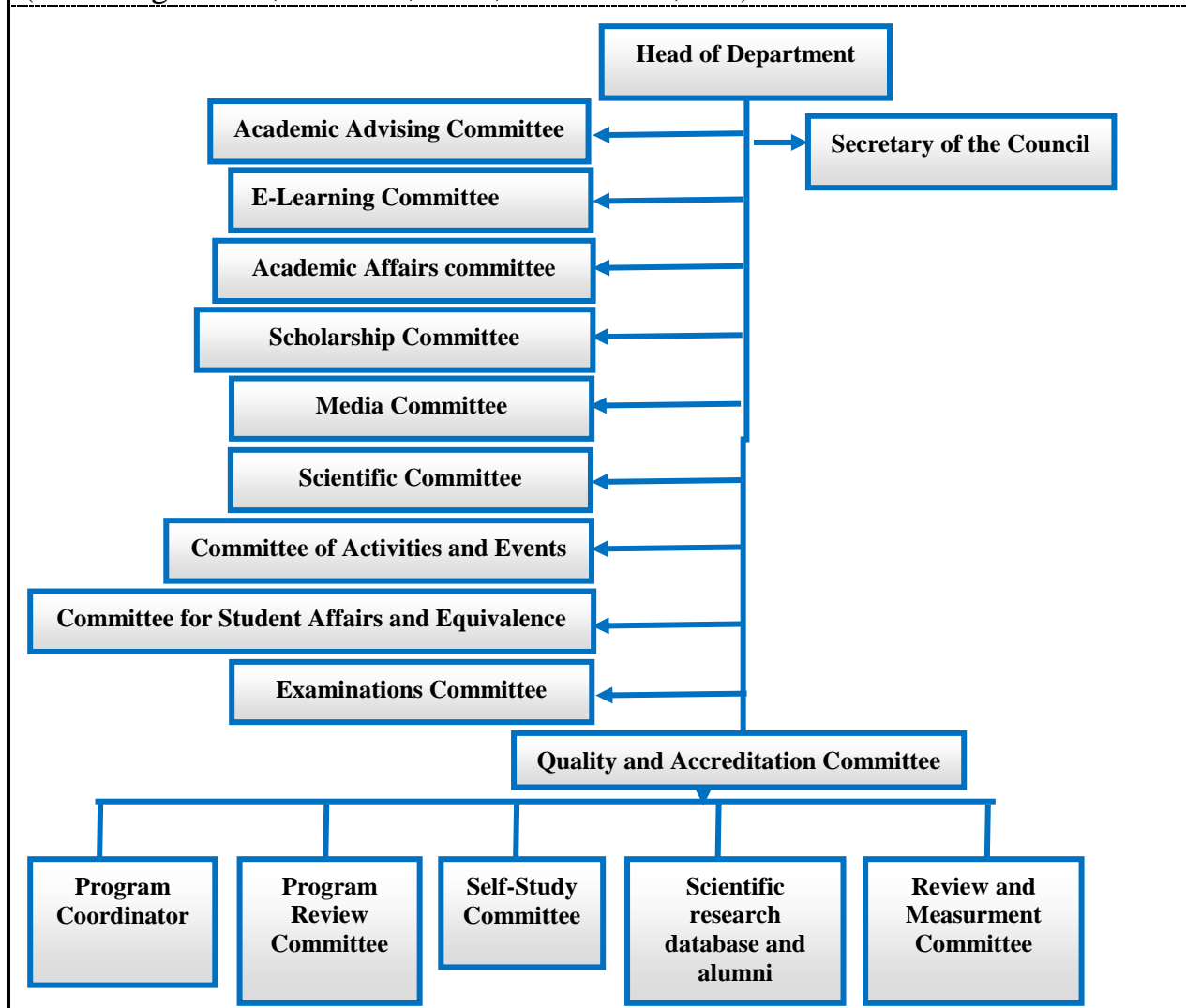
NA

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

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



## 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.)

The program selects one of the external evaluators in the area of specialization (Advisory Committee) to review the program, prepare a report on its performance level, and take its recommendations.

## 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.)

[https://dar.ju.edu.sa/\(S\(2gjxtoopf1hxyq5sddxy5pg\)\)/Bachelor.aspx](https://dar.ju.edu.sa/(S(2gjxtoopf1hxyq5sddxy5pg))/Bachelor.aspx).

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

[https://drive.google.com/drive/folders/1\\_GVf4ikAniSnFgawLnnsAWvYdO8xEIWm?usp=sharing](https://drive.google.com/drive/folders/1_GVf4ikAniSnFgawLnnsAWvYdO8xEIWm?usp=sharing).

### 2. Program Quality Monitoring Procedures

- Participation of faculty members in various academic committees,
- Existence of quality assurance and academic accreditation committee as one of the internal committees in the department, in both male and female sections.
- Formation of sub-committees from quality assurance and academic accreditation committee which concern of:
  1. Determination and measuring of program KPIs, then make the required analysis and comments and finally formation of recommendations which will be included in the department operation plan.
  2. Designing and implementation of the department annual report which clarifies the strength and weak points and the improvement priorities.
  3. Work on activating these recommendations of these committees through discussion within the department meetings and recommendations of these committees to the department meetings.
  4. Preparing the course report every semester. Improvements and additions to course Specification can be made based on the feedback from the course report in each semester.
  5. Preparing the program report annually, improvements and amendments can be made to the Courses and Program Specification based on the feedback from the program report annually.
  6. At the end of the five years, a self-study report for the program is prepared, and the program's mission, goals, learning outcomes of program to development are reviewed.
  7. Verify the quality and reliability of evaluation methods by analyzing the

internal evaluator's report as well as the external evaluator's report at the level of each course, preparing an improvement plan in light of these results and following up on the implementation of the decisions taken.

8. Conducting a review of the correction at two levels:

First: Review and write a report on the accuracy of the correction and the calculation of grades for all answer sheets for all sections of the course.

Second: Review and write a report on the method of correction and the accuracy of the grading distribution, on a sample of answer sheets for the final and quarterly exams and assignments for all the course sections

- Discuss faculty members in the results of surveys of students about the program.
- Participation of faculty members in the preparation of a plan to improve the program.

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

- Forming a supervisory committee from the department to supervise the extent of the commitment of faculty members to give lectures and take exams on time.
- Follow up the students 'evaluation of the quality of the courses and make quarterly reports that monitor the general evaluation of students for these courses, and in the event of any deficiencies, the plan to correct it is raised and compared to the performance at the next academic level.
- The Quality Committee monitors the files of these courses and ensures that all requirements are met.

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

- Ensure that all faculty members adhere to the study plan, both male and female students.
- Checking the monthly exams and ensuring their consistency with the learning outcomes of the course.
- Standardizing the final exams between the two halves.
- Forming a committee to supervise the tests.

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

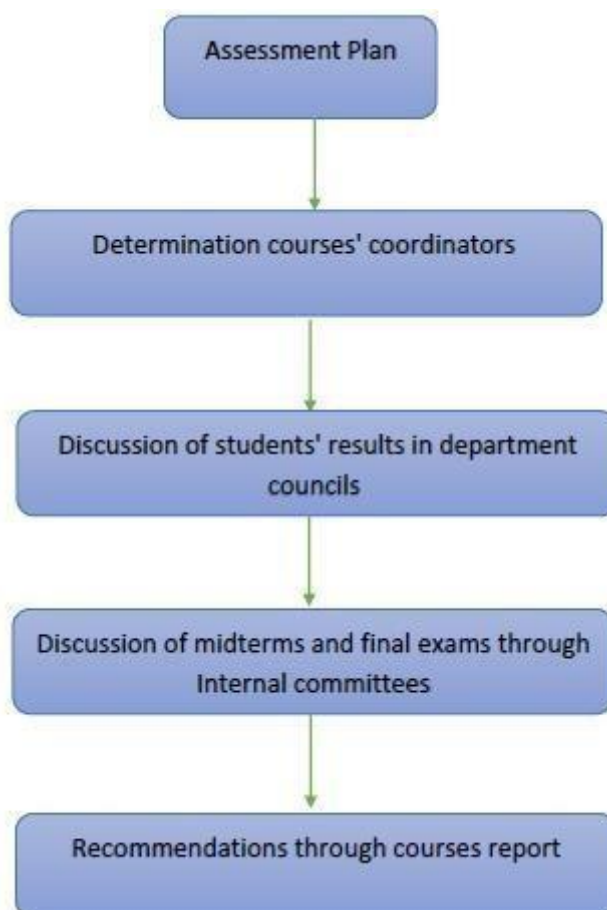
N/A

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

- Program Learning Outcomes (PLOs) are measured periodically (each semester) by several ways like term assignments (midterms-quizzes-presentations, etc. ...), final exams and questionnaires by direct and indirect methods.
- Learning outcomes are measured periodically (each semester) by direct and indirect methods
- The department determines the target value for each learning outcome that is

measured.

- The program has consultant council which take held twice every year for consultation and discussion of new trends and needs.
- Analyzing measurement results and identifying strengths and weaknesses.
- Preparing a plan to improve and develop learning outcomes.
- The mechanisms that are used in the development processes are follows:



## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
leadership	students, graduates, alumni, faculty Staff, administrative staff, employers	Surveys	End of Academic Year
Effectiveness of teaching and assessment	students, graduates, alumni, program leaders,	Surveys. visits	Mid and End of Academic Year
Assessment	Students, graduates, faculty Staff, program leaders, independent	Surveys, interviews, visits, independent reviewers	End of Semester

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	reviewers,		
learning resources	Students, graduates, faculty Staff.	Surveys	End of Semester
Evaluation of student experience	Students	Surveys	At the end of academic year
The services provided by the program	Students	Surveys	End of Academic Year

**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 4 years.

\* including KPIs required by NCAA

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time	responsible person
1	KPI-P-01	The percentage of achieved indicators of the the program's operational plan objectives	85%	The percentage of performance indicators for the goals of the operational plan of the program that achieved the target level to the total number of indicators targeted for these goals in the same year	At the end of each academic year	Program management
2	KPI-P-02	Student evaluation of the quality of learning experiences in the program	3-4	Average overall estimate for final year students of the quality of learning experiences in the program, on a five-level scale in an annual survey	At the end of each academic year	Measurement Committee+ Quality Unit + Program Managemet
3	KPI-P-03	Students' evaluation of the quality of the courses	3-4	Students' average overall assessment of course quality on a five-level scale in a survey	At the end of each academic year	Measurement Committee+ Quality Unit+Program Management
4	KPI-P-	Completion rate	75%	The percentage of	The end of the	Program



	04			undergraduate students who completed the program in the minimum prescribed period for the program from each batch	program completion period	Academic Counseling Unit+The quality unit + Program management
5	KPI-P-05	Retention rate first year students	80%	The percentage of first year students in the program who continue in the program for the following year to the total number of first year students in the same year	End of the first year of the program	Measurement Committee+ Quality Unit+Program Management
6	KPI-P-06	The level of student performance in professional or national tests	N-A	Not Applicable	Not Applicable	Not Applicable
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	75%	The percentage of graduates of the program who (were employed, enrolled in postgraduate studies, during the first year of their graduation to the total number of graduates in the same year)	The first year after the completion of the program	-Media Officer at the College-Community Service Unit
8	KPI-P-08	Average number of students in a class	15	Average number of students per class (per class / teaching activity, lecture, small group, panel discussions(	Beginning of each semester	Program management
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	3-4	Average overall estimate by employers of program graduate competence on a five-level scale in an annual survey	Every year	-Media Officer at the College-Community Service Unit.
10	KPI-P-10	Students' satisfaction with the offered	3-4	Average estimate of student	Every semester	Measurement Committee+



		services		satisfaction with the various services provided by the program		Quality Unit+Program Management
11	KPI-P-11	Ratio of students to teaching staff	15:1	Total number of students to the total number of full-time faculty	Every semester	Program management
12	KPI-P-12	The percentage of teaching staff distribution	50%	Percentage distribution of teaching staff in terms of: (gender, grade, branch or division)	Every semester	Dean of the College +Heads of Departments+ Deanship of Scientific Research and Graduate Studies
13	KPI-P-13	Proportion of teaching staff leaving the institution	9%	The ratio of faculty members who leave the program annually for reasons other than reaching retirement age to the total number of faculty members	The end of each academic year	Dean of the College And Heads of Departments Vice Dean
14	KPI-P-14	Percentage of publications of faculty member	50%	Scientific publishing of full-time faculty members who have published at least one research during the year to the total number of faculty members	The end of each academic year	Dean of the College +Heads of Departments+ Deanship of Scientific Research and Graduate Studies
15	KPI-P-15	Rate of published research per faculty member	1:1	The total number of published papers to the total number of faculty members in the program	The end of each academic year	Dean of the College +Head of Department+ Deanship of Scientific Research
16	KPI-P-16	Citations rate in refereed journals per faculty member	1:1	The average number of quotes in the refereed journals of scientific research published for each	The end of each academic year	Measurement Committee+ Quality Unit+ Program Management

				faculty member in the program		
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	3-4	Average estimate of beneficiaries' satisfaction with the adequacy and diversity of learning resources (reference, periodicals, databases) on a five-level scale in an annual survey	The end of each academic year	Program management
18	KPI-P-18	The number of training courses that the program's faculty members receive annually that included: <ul style="list-style-type: none"> <li>▪ Number of specialized training courses</li> <li>▪ Number of training courses for scientific research.</li> <li>▪ Number of training courses in quality assurance.</li> </ul>	8 10 8	The number of specialized training courses, related to scientific research, and in the field of quality assurance, that the program's faculty members receive annually	The end of each academic year	Program management
19	KPI-P-19	Percentage of deprived students (Male and Female)	5%	the percentage of students who were denied entry to the final examination of the course for exceeding the percentage of absence legally allowed to the total number of students in the program.	The end of each second semester	Program management
20	KPI-P-20	Percentage of students participating in extra-curricular activities	25%	the percentage of students who participating in extra-curricular activities to the total number of students in the program	The end of each second semester	Program management
21	KPI-P-21	Number of subsidized research	15	Number of financially	The end of each academic	Program management

		projects that the program completed annually		supported research projects of faculty members completed by the program during the year	year	
22	KPI-P-22	The percentage of program members' participation in community service activities.	90%	The number of faculty members who participated in community activities divided by the total number of faculty members in the program	The end of each academic year	Program management
23	KPI-P-23	The number of community partnerships for the program	2	Number of community partnerships implemented from the program to the targeted partnerships.	The end of each academic year	Program management

### I. Specification Approval Data

<b>Council/Committee</b>	College Council
<b>Reference No.</b>	7
<b>Date</b>	3/9/1442