

VISION رؤية
2030



جامعة الجوف
Jouf University

Jouf University
College of Sciences,



Department of Chemistry

RASCI Matrix

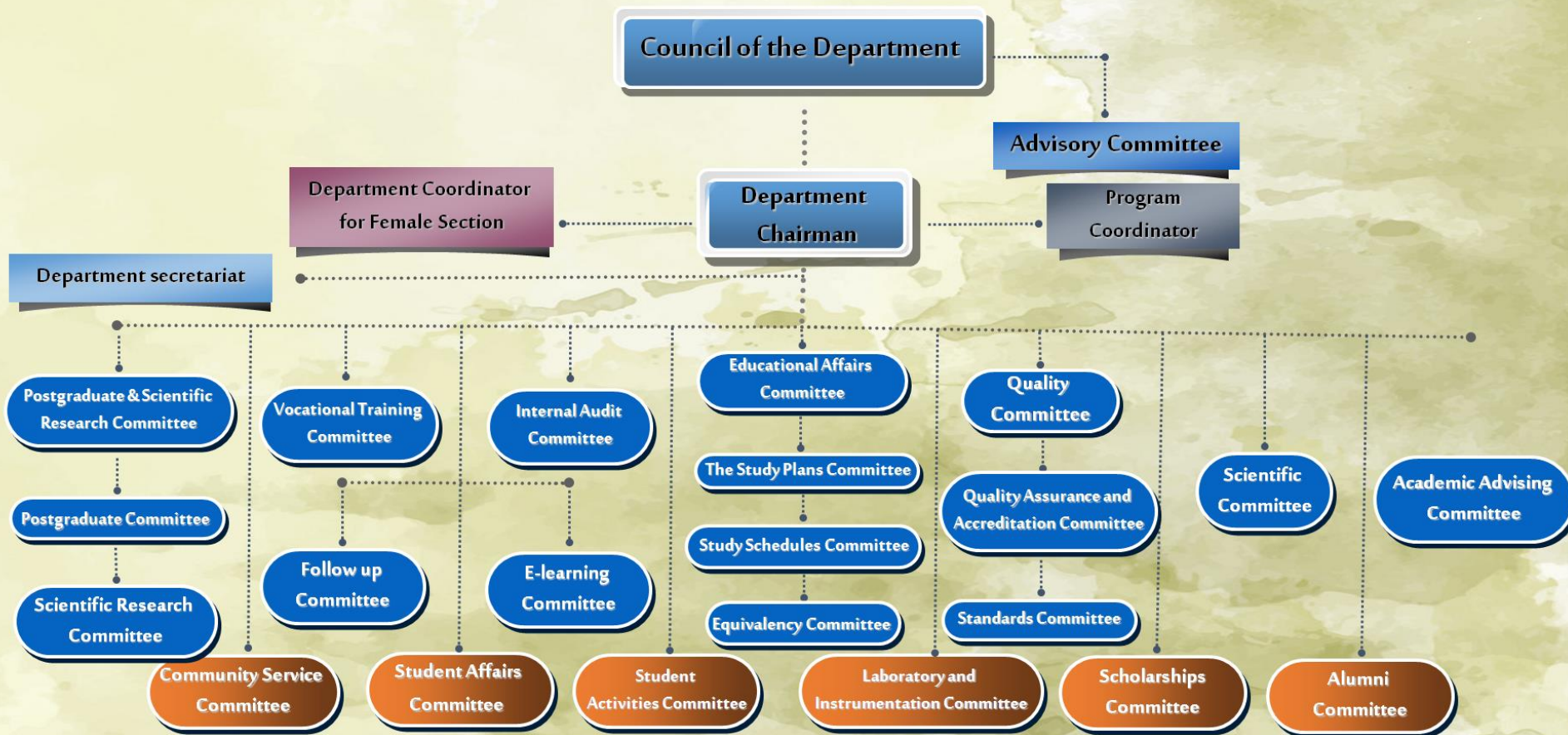


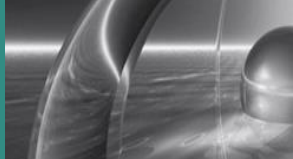
كلية العلوم
College of Science

**Policy of development and development of
academic programs and RASCI matrix**



The Organization Structure of Chemistry Department





First: The policy of developing and introducing academic programs

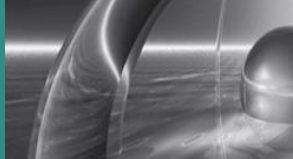
❖ Introduction:

- The preparation and development of academic programs in light of the characteristics of graduates, the targeted educational outcomes and the requirements of the labor market, has a positive impact on the quality of education, which is what It is in line with the Kingdom's ambitious vision 2030, the policies of the Ministry of Education, the ambitious development plans for the Jouf region, and the university's strategic goals.

❖ Policy:

- Jouf University is committed to providing academic programs that suit the nature of professional specializations, the requirements of society and the needs of the labor market, and keep pace with scientific developments. You are developing a policy Introducing academic program with a clear methodology for developing and amending existing programs, or approving new programs to ensure that graduates acquire the skills necessary to succeed. Through organized and phased procedures that lead the development process. The university also ensures that the proposals for introducing new or redeveloped programs are in line with the plan. University strategy.





First: The policy of developing and introducing academic programs

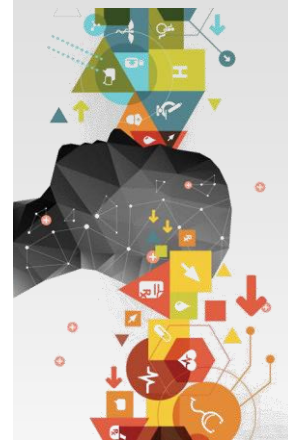
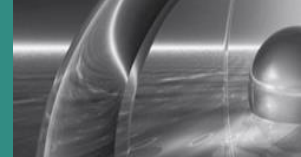
- Within a comprehensive framework, programs are developed or created according to a matrix that defines the distribution of powers and responsibilities; to ensure the participation of all stakeholders. Their role in the development and creation processes is defined, whether as an official, a decision-maker, an advisor, a supporter, or a person who is informed of knowledge and implementation. The university supports the governance of the stages of the development or creation processes of academic programs through six general stages: The proposal, the extended work to study the proposal, the evaluation. The formative program, supporting the planning of the program, the formal approval, and finally the implementation of the developed or newly created program. When developing its programs, the university is committed to consulting with internal beneficiaries and external stakeholders to take their views on program development and alignment with the labor market and to look at the Development or creation processes begin in light of a review. The study plan, inside or outside the university, includes new developments in specialization, labor market needs, national development needs, and academic accreditation requirements.



First: The policy of developing and introducing academic programs

❖ Executive implementation:

- Typically, the policy implementation process is based on the amendment or development process, which can be categorized as:
- **Re-development** that results in implementation of one or more of the following: a program name, a significant change in learning outcomes (Usually 30%) or more (or, or delete the major course of the program, or add or delete a core course) new or qualified in a different occupation, reorientation or status of the preparation of a program to prepare students for a different occupation or occupation, or a change in the length of the program (number of semesters or number) Standard Transcripts), or the inclusion or deletion of a point within a longer program such as the award of a degree such as a diploma under the Success Program.



First: The policy of developing and introducing academic programs

The events took the necessary measures to implement the development and innovation programs of the academy as follows:

❖ **Firstly; Department study plans:**

1. Determining the necessary steps to create/develop a university plan, in order to ensure its distinction when building or amending this plan.
2. Knowing the needs of the labor market and the opinions of faculty members and graduates.
3. Determine the specifications of the graduate.
4. Determine learning outcomes.
5. Defining a vision and mission plan.
6. Defining the objectives and outputs of the program.
7. Determining the courses that achieve the learning outcomes and the required graduate specifications.
8. Creating a Matrix of Courses (Program Matrix)
- 9 -Presenting the plan to the department council.



First: The policy of developing and introducing academic programs

❖ Secondly, at the department board level:



1. Recommendation of Study Plans Approval
2. Follow up the work of the department's plans committee.
3. Reporting to the college council for approve the plans.

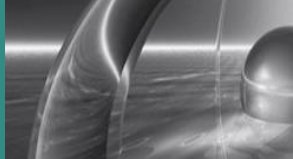
❖ Third: At the level of the College's Plans and Curriculum Committee:

1. Studying the development needs and the labor market for new specializations, and send suggestions regarding this issue.
2. Providing scientific advice and studied proposals to the College Council regarding the development of plans and programs in the College.
3. Evaluating the study plans and programs submitted by the departments, and submitting the committee's minutes to the Dean of the College for approval.

❖ Fourth: At the college council level:

The College Council discusses and approves the study plans, confirms this declaration within the College Council, and submits it to the Vice-Dean of the College, supported by all the required documents (required documents for academic plans and detailed procedures for academic studies).



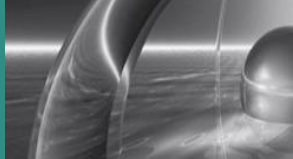


First: The policy of developing and introducing academic programs

❖ Fifth: At the unit level of study plans and programs:

1. Studying the plans and study programs, and indicating their compatibility with the standards and regulations in force at the university .
2. Laying the foundations and mechanisms for preparing the technical form of study plans and programs of levels and coding in accordance with the standards adopted by the university.
3. Verify the documents and forms attached to the study plan or program
4. Ensuring that the mechanism for preparing the plans and program has been carried out in accordance with the followed administrative sequence, and it has been approved and placed in accordance with the mechanisms emanating from the management of study plans and programs.
5. Making models and developing mechanisms for technical evaluation of study plans and programs.
6. Working to unify the general appearance of study plans and programs without prejudice to the standards of the National Commission for Academic Accreditation and Evaluation.
7. Seeking the assistance of editors specialized in Arabic and English languages, and in technical direction, to review the study plans and program linguistically and technically.
8. Creating an information base for the completed (approved) study plans and programs at the university.
9. Studying what is referred to the Study Plans and Programs Unit by the Permanent Committee for Study Plans and Programs.



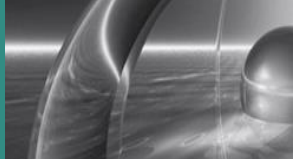


First: The policy of developing and introducing academic programs

❖ Sixth: At the level of the permanent committee for curricula, plans and prescribed books:

1. Reviewing study plans and programs received from faculties and departments, ensuring that they meet the conditions in force at the university, and taking appropriate recommendations in this regard.
2. Supervising and following-up the processes of building and approving study plans and programs at the university.
3. Settling disputes that may arise between the study plans and program committees in departments and colleges, or any other issues related to study plans and programs at the university.
4. Adopting and approving the general foundations and models for building academic plans and programs at the university.
5. Adopting the appropriate foundations and mechanisms to ensure the implementation of study plans and programs at the university.
6. Approval of the body responsible for implementing the programs in the event that more than one college participates in the implementation of the program.
7. Determining the elective courses of the university based on the recommendations of the colleges.
8. Any other tasks assigned to it by His Excellency the Rector of the University and related to the nature of its work.





First: The policy of developing and introducing academic programs

❖ **Seventh: At the University Council level:**

The university council finally approves the study plan or program.

❖ **Eighth: At the level of the Deanship of Admission Registration:**

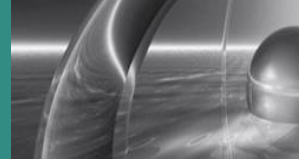
Complete the necessary procedures.

Data model

Policy address:	Develop and update academic programs
Policy code:	Y C U
Policy creator:	University Vice Presidency for Educational Affairs
Policy reference:	University Vice Presidency for Educational Affairs
Entities involved in implementing the policy:	Academic programs - colleges - units of plans and courses - admission and registration
Policy version number:	V1
Suggested next policy review date:	2022/05/30
policy stakeholders:	Colleges, students, faculty, employers, alumni
Key words:	Jouf University - Programs - Design - Plans - Modification - Academic - Curricula



Secondly - RASCI Matrix for Developing an Existing Academic Program



Responsible



Support



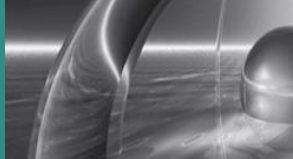
Informed



Accountable

Consulted

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Secondly - RASCI Powers Distribution Matrix for Developing an Existing Academic Program

R Responsible

A Accountable

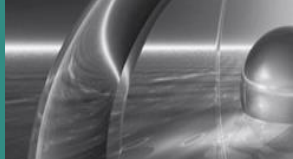
S SUPPORTIVE

C Consulted

I Informed

Create elements/ Radical change in a new academic program/ current	Official authorities and councils with authority																	
	Teaching staff	Course coordinator	Program coordinator	Department plans committee	College plans committee	Quality assurance committee	Advisory committee	referees	External auditing	Department committee	college committee	The Standing Committee for Curricula, Plans and Course Books	Admission and Registration	Deanship of Quality and Academic Accreditation	University Vice Presidency for Educational Affairs	colleges	University committee	
1- Request to create a new program /Request a radical change to an existing program																		
1.1 . Request to create a new program	---	---	---	R	C/S	---	---	---	---	A	A	C/A	I	---	I	I	A	
1.2. Request a radical change to an existing program	---	---	---	R	C/S	---	---	---	---	A	A	C/A	I	---	I	I	A	
2- Building requirements for the creation of a new academic program or a radical change in an existing academic program																		
2.1. Program mission and goals	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	---	---	
2.2. Alumni characteristics	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	---	---	
2.3. Program admission requirements	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	---	---	
2.4. Number of credit hours	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	---	---	
2.5. The number of program courses	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	---	---	

Secondly - RASCI Powers Distribution Matrix for Developing an Existing Academic Program



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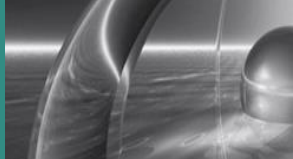
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Official authorities and councils with authority

	Teaching staff	Course coordinator	Program coordinator	Department plans committee	College plans committee	Quality assurance committee	Advisory committee	referees	External auditing	Department committee	college committee	The Standing Committee for Curricula, Plans and Course Books	Admission and Registration	Deanship of Quality and Academic Accreditation	University Vice Presidency for Educational Affairs	colleges	University committee
2.5. Program learning outcomes	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	I	A
2.6. Add/Delete a Course (Course Requirements)	---	---	---	R	C	---	C	---	C	A	A	C/A	I	C	I	I	A
2.7. learning resources	---	---	---	R	C/S	---	C	---	C	A	A	C/A	I	C	I	I	A
2.8. Performance indicators	---	---	---	R	C/S	C	C	---	C	A	A	C/A	I	C	I	I	A
2.9. Teaching strategies	---	---	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	I	I	A
2.10. Methods and mechanisms of assessments	---	---	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	I	I	A

3- Course Development / Research Project / Field Experience

3.1. The main objective of the course	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.2. Study style of the course	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.3. The level at which the course is taught	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R



Secondly - RASCI Powers Distribution Matrix for Developing an Existing Academic Program

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	Official authorities and councils with authority																
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3.4. Course pre-requisite	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.5. Course learning outcomes	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.6. Teaching strategies	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.7. Assessment methods	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.8. Course topics	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R
3.9. Reference books	R	---	R/C	C/S	C	C	---	C	A	A	C/A	I	C	---	I	A	R

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