



JOUF UNIVERSITY

COLLEGE OF APPLIED MEDICAL SCIENCES

CLINICAL LABORATORY SCIENCES

PROGRAM SPECIFICATION

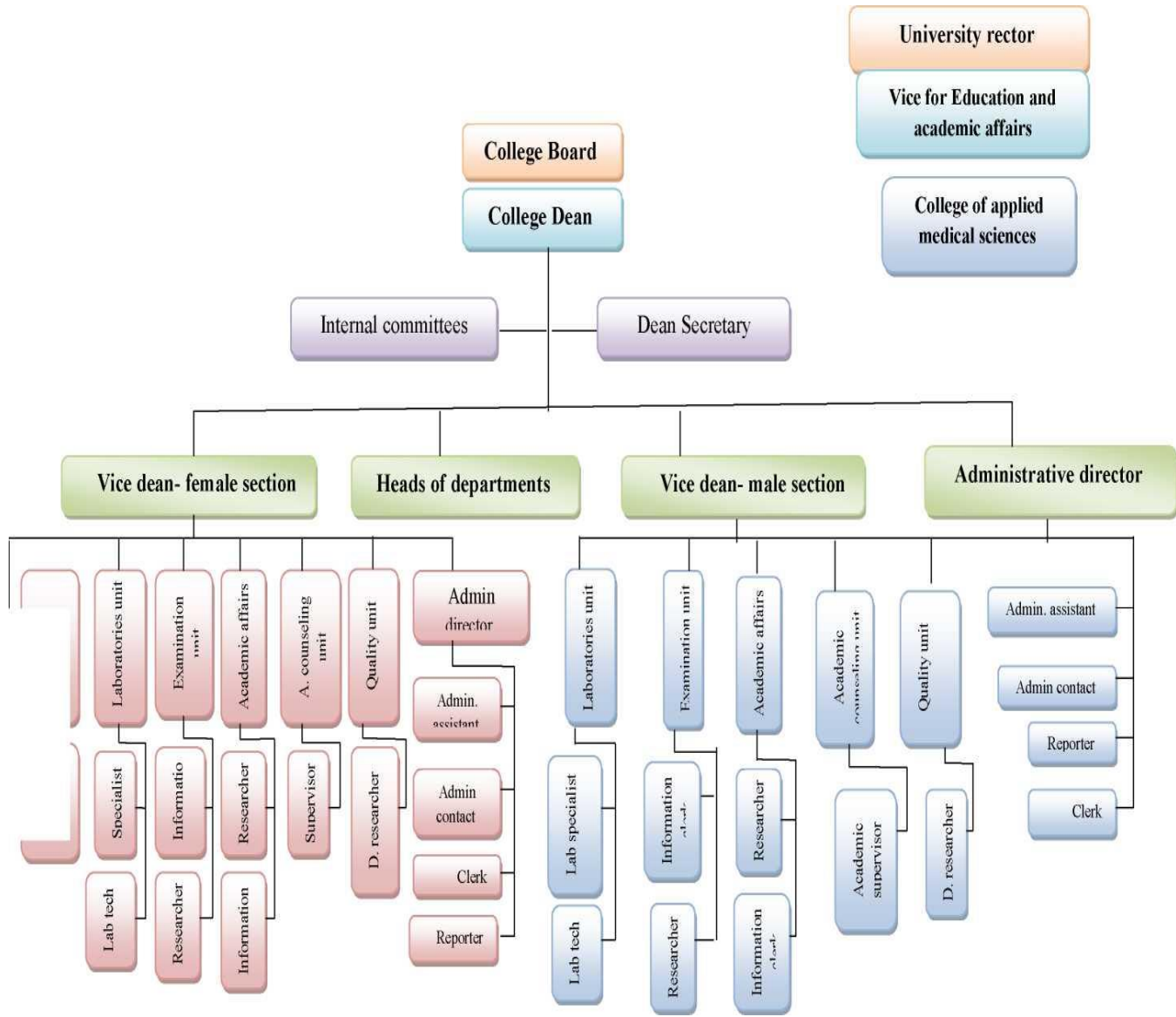
1. Institution Jouf University

Date :10/10/2018

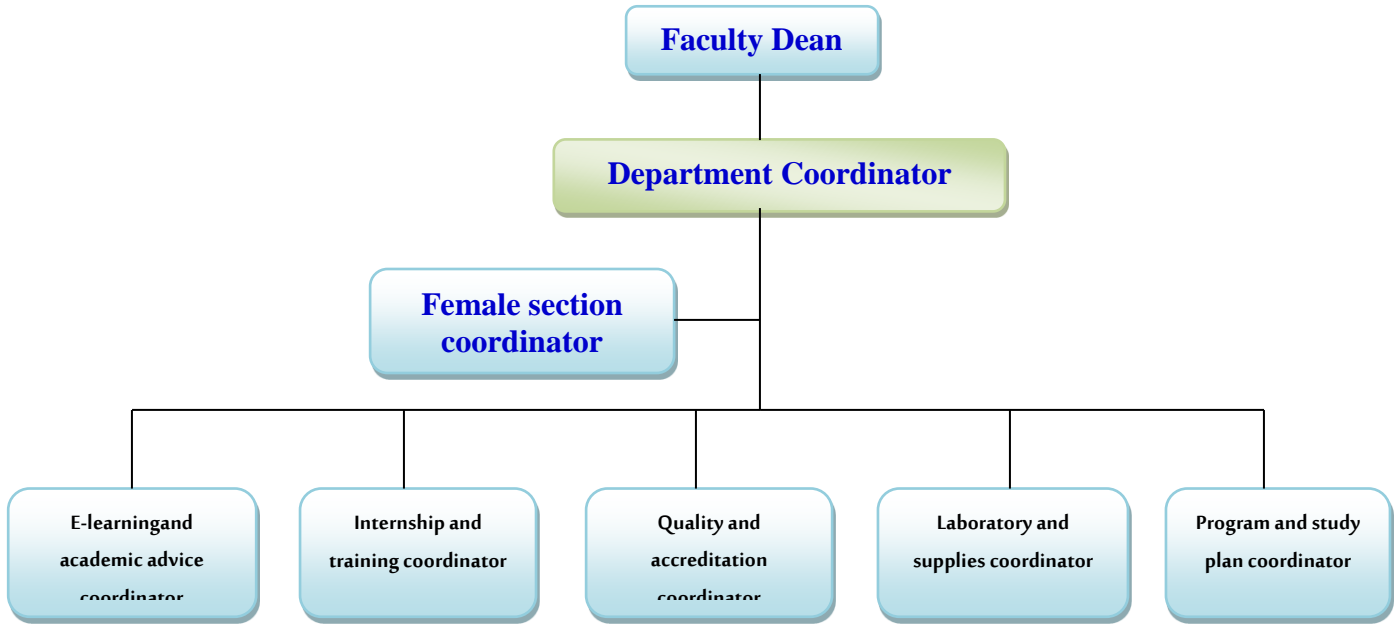
2. College/Department: College of Applied Medical Sciences, Clinical Laboratories Sciences , Qurayat

3. Dean/Department Head: Dr. Mohamed Hasan Saemeldahr / Dr. Waleed Mohamed Abu Saud

College administrative flowchart:



Department administrative flowchart



List all branches offering this program:

Branch 1. Main campus -Qurayyat (male and femle sections)

A. Program Identification and General Information

1. Program title and code: Clinical laboratory sciences/ CLS		
2. Total credit hours needed for completion of the program: 141 credit hours		
3. Award granted on completion of the program Bachelor of Science in Clinical Laboratory Sciences		
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program): Clinical Laboratory Sciences program		
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program): Not applicable		
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)		
<ul style="list-style-type: none"> - Clinical lab scientists (specialist). - Researcher - Instructor 		
7. (a) New Program	<input type="text" value="NA"/>	Planned starting date <input type="text" value="NA"/>
(b) Continuing Program	<input type="text" value="Yes"/>	Year of most recent major program review <input type="text" value="Not yet"/>
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.		
Male section: Dr. Waleed Mohamed Abu Saud		
Female section: Dr. Fatima Ahmed		
9. Date of approval by the authorized body (MOE).		
Campus Location	Approval By	Date
Main Campus:	Ministry of Education	10/7/1429
Branch 1:	NA	NA
Branch 2:		

B. Program Context

1. Explain why the program was established.

Bachelor of clinical laboratory sciences program is an outstanding program, where the educational objectives for the educational subjects which constitute the program to be in agreement with the community needs and the labor market through graduated laboratory scientist staff whose qualified scientifically ,professionally, and have high level of efficiency.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons

Economic reasons

Preparing of qualified laboratory specialist are able to satisfy the needs in positions in health laboratories including hospitals and diagnostic centers which is contribute in reduction of unnecessary expanses that is spent in recruiting clinical laboratory personnel from outside KSA.

Socio- cultural reasons

- The Saudi National policy in health care is to provide the best care for Saudi citizens and that is can be achieved by graduation of new generation who are able to work effectively in clinical laboratory sciences in the Kingdom so as to serving the public community and developing the clinical laboratory practice.
- Cultural sensitive care is one of the needs of Saudi patients that are not to be supplied unless by adopt innovation in the field of clinical laboratory practice and enriching scientific research to serve the developments in national politics.

Technological developments

- Clinical laboratory program emphasis the use of the most updated technological developments in the field of patient care; laboratory education and research.
- Clinical laboratory program promote talented students to develop technological devices as a result of supportive scientific atmosphere

b. Explain the relevance of the program to the mission and goals of the institution.

Clinical laboratory program is an entity within college of applied medical sciences. However the mission and goals of the program were derived from college mission and goals. The program aim to prepare qualified professional clinical laboratory scientist outstanding in practice, scientific, and research on a high level of efficiency and able to meet the community's needs and keep up with the labor market requirements. The program missions emphasize that dedication of its resources to achieve effective education, research, community services, and improvement of clinical laboratory practice across the Kingdom of Saudi Arabia. While the college mission is preparation of professional cadres characterized by a pioneering scientific structure in the field of applied medical sciences with high practical research efficiency through advanced academic curricula in order to meet the health needs of society.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? Yes No

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

- Basic scientific courses were taught by the department. Curriculum review and development committee make a yearly review courses intended learning outcomes (ILOs) and explore their compatibility between the course contents and program objectives. The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest

b. Does the program require students to take courses taught by other departments? Yes No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- Basic scientific and profession courses were taught by the nursing and computer science department. Curriculum review and development committee make a yearly review courses intended learning outcomes (ILOs) and explore their compatibility between the course contents and program objectives. The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills). Yes No

Applicants should fulfill the following requirements

- Complete the preparatory year minimum GPAs of 3.0
- Full time study according to the schedule
- Applicant must be able to discriminate colors
- Applicant must be able to communicate effectively in English

4. What modifications or services are you providing for special needs applicants?

- Students are assigned to certain tasks in the program courses through seminars, panel discussions and presented in English Language
- Some are taught modules in courses using e-learning, as well as communicate with faculty members

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

The mission of the CLS program is to prepare qualified professional clinical laboratory scientist outstanding in practice, scientific, and research on a high level of efficiency and able to meet the community's needs and keep up with the labor market requirements.

Mission of institution	Mission of college	Mission of program
The mission of the institution is to provide distinguished education and research outcome to the community.	The mission of the college is to produce a great number of skilled graduates in the field of medical sciences capable to compete and work in the business market.	The mission of the CLS program is to prepare qualified professional clinical laboratory scientist outstanding in practice, scientific, and research on a high level of efficiency and able to meet the community's needs and keep up with the labor market requirements.

Alignment :

To harmonize the CLS program 's mission with the college and the institution:

The sentence of “to prepare qualified professional clinical laboratory scientist outstanding in practice, scientific” is in agreement with the producing a great number of skilled graduates in the field of medical sciences from the college.

CLS program is to able to meet the community's needs and keep up with the labor market requirements, these is in agreement with the college in the part of capable to compete and work in the business market and in agreement with the institution to provide distinguished education and research outcome to the community.

2. List Program Goals (eg. long term, broad based initiatives for the program, if any)

Mission of University	Mission of College	Mission of Program	Goals of program	Objectives of program
Providing Distinguished Education and Research Outcomes to Develop the Community	The mission of the college is to produce a great number of skilled graduates in the field of medical sciences capable to compete and work in the business market.	The mission of the CLS program is to prepare qualified professional clinical laboratory scientist outstanding in practice, scientific, and research on a high level of efficiency and able to meet the community's needs and keep up with the labor market requirements.	<p>1. Build theoretical knowledge and evidence-based practice in clinical laboratory fields.</p> <p>2. Apply principles and procedures technical processes to exhibit high quality laboratory services.</p> <p>3. Develop the research methods in clinical laboratory practice to contribute in healthcare improvement.</p> <p>4. Promote leadership and teamwork to deliver of high quality health care services.</p>	<p>1.1 Accommodate recent advances in clinical laboratory sciences education.</p> <p>1.2. Create the positive academic environment through educational support system</p> <p>2.1. Assure compliance using modern teaching strategies</p> <p>2.2. Develop students' skills in processing and analyzing specimens</p> <p>3.1. Develop infrastructure and resources that support the research environment</p> <p>3.2. Conduct scientific research based on the community and program educational needs</p> <p>4.1. Construct professional communication and collaboration with community.</p> <p>4.2. Apply leadership concepts, skills, in the provision of community services</p>

Goal-1: Build theoretical knowledge and evidence-based practice in clinical laboratory fields

Goal-2: Apply principles and procedures technical processes to exhibit high quality laboratory services.

Goal-3: Develop the research methods in clinical laboratory practice to contribute in healthcare improvement.

Goal-4: Promote leadership and teamwork to deliver of high quality health care services.



3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Goals of the program	Measurable Objectives	Measurable Performance Indicators	Major Strategies
Goal-1: Build theoretical knowledge and evidence-based practice in clinical laboratory fields	1.1. Accommodate recent advances in clinical laboratory sciences education.	<ul style="list-style-type: none"> The national accreditation requirements in program and courses specifications. Alumni assessment. Employment ratio 	<ul style="list-style-type: none"> Alumni survey Program evaluation survey Stakeholder survey Employer feedback
Goal-1: Build theoretical knowledge and evidence-based practice in clinical laboratory fields	1.2. Create the positive academic environment through educational support system	<ul style="list-style-type: none"> The national accreditation requirements in program and courses specifications. Alumni assessment. 	<ul style="list-style-type: none"> Alumni survey Program evaluation survey Stakeholder survey
Goal-2: Apply principles and procedures technical processes to exhibit high quality laboratory services.	2.1. Assure compliance of using modern teaching strategies	<ul style="list-style-type: none"> development of teaching staff skills update the program courses Alumni assessment. 	<ul style="list-style-type: none"> Courses evaluation survey Alumni survey Program evaluation survey Employer feedback
Goal-2: Apply principles and procedures technical processes to exhibit	2.2. Develop students skills in processing and analyzing specimens	<ul style="list-style-type: none"> development of teaching staff skills update the program courses 	<ul style="list-style-type: none"> Courses evaluation survey Alumni survey Program evaluation survey



high quality laboratory services.		<ul style="list-style-type: none"> Alumni assessment. 	<ul style="list-style-type: none"> Employer feedback
Goal-3: Develop the research methods in clinical laboratory practice to contribute in healthcare improvement.	3.1. Develop infrastructure and resources that support the research environment.	<ul style="list-style-type: none"> Number of research 	<ul style="list-style-type: none"> Survey students and teaching staff about the adequacy and availability of facilities
Goal-3: Develop the research methods in clinical laboratory practice to contribute in healthcare improvement.	3.2. Conduct scientific research based on the community and program educational needs	<ul style="list-style-type: none"> Continuous monitoring of the needs of the study plan and number of students in relation to available space and facilities. 	<ul style="list-style-type: none"> Survey students and teaching staff about the adequacy and availability of facilities
Goal-4: Promote leadership and teamwork to deliver of high quality health care services.	4.1. Construct professional communication and collaboration with community.	<ul style="list-style-type: none"> Number of students who participate in community events Ratio of alumni performing community services. 	<ul style="list-style-type: none"> Prepare departmental programs regarding community issues. Alumni survey
Goal-4: Promote leadership and teamwork to deliver of high quality health care services.	4.2. Apply leadership concepts, skills, in the provision of community services	<ul style="list-style-type: none"> Alumni assessment. Team work and leadership 	<ul style="list-style-type: none"> Alumni survey Employer feedback

Mapping objective and goals:

	O1	O2	O3	O4	O5	O6	O7	O8
G1	✓	✓						
G2			✓	✓				
G3					✓	✓		
G4							✓	✓

D. Program Structure and Organization

1. Program Description: List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* Prerequisite – list course code numbers that are required prior to taking this course.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Preparatory year	ENG001	English language	Required		8(8+0)	Preparatory year
	PYPC 001	Thinking and learning			5(+0)	
	Engle 002	Preparatory English 002			2(2+2)	
	EECS 002	English for Health Professions 002			4(1+3)	
	HP 002	Human biology 002			2(1+1)	
	IB 002	Intro to biochem 002			2(0+2)	
	ME 002	Medical Ethics 002			2(0+2)	
	Pype 002	Health profession Edu.			5(+0)	
Level 1	ARAB101	Language skills	Required		2(2+0)	College of sciences
	CHEM 105	General chemistry			2(2+0+0)	CLS department
	CSC 101	Computer programming			4(3+2+0)	Computer sciences
	ENGL 101	Introduction to academic discourse			3(3+0+0)	English department
	MATH 101	Mathematics' 101			3(2+1)	College of sciences
	PHYS 101	Physics 101			4(3+1)	College of sciences

Level 2	BMTE 227	Computer applications	Required		2(1+1)	Computer sciences
	CHEM 106	Organic chemistry 106			2(2+0)	CLS department
	CHSE 221	Biostatistics 221			2(2+0)	CLS department
	ENGL 102	Reports writing 102			3(3+0)	English department
	ENGLE 125	Medical Terms 125			2(1+1)	English department
	IC101	Islamic culture 101			2(2+0)	General sciences
	ZOOL 106	Zoology 106			4(3+1)	CLS department
Level 3	ARAB 103	Arabic writing	Required		2(2+0)	General sciences
	CHSE 241	Health care systems Occupations			2(1+1)	Nursing department
	CLS 221	Anatomy & physiology		◆	4(3+1)	CLS department
	CLS 231	Cl. analytical chemistry		◆	3(2+1)	CLS department
	CLSE 232	Clinical biochemistry -1		◆	3(2+1)	CLS department
	IC 102	Islam and community			2(2+0)	General sciences
	NURS 241	Basics of emerg. care		◆	3(2+1)	Nursing department
Level 4	CLS 222	Descriptive Histology	Required	CLS 221	3(2+2)	CLS department
	CLS 311	Basic Microbiology		CLS 221	4(3+2)	CLS department
	CLS 331	Clinical biochemistry -2		CLS232	4(3+2)	CLS department
	CLSE 241	Hematology		CLS 221	4(3+2)	CLS department
	IC 103	Econ. system in Islam			2(2+0)	General sciences
Level 5	CLS 332	Instrumental Analysis	Required		4(3+2)	CLS department
	CLS 414	Immunology		CLS311	4(3+2)	CLS department
	CLSE 326	Histology techniques		CLS 222	3(1+2)	CLS department
	CLSE333	Clinical biochemistry-3		CLS331	5(3+4)	CLS department
	IC 105	Human rights principles			2(2+0)	Humanitarian sciences
Level 6	CLS 324	Electronic microscope	Required	CLS326	2(1+2)	CLS department
	CLS 325	General Pathology		CLS222	3(2+2)	CLS department
	CLS 411	Cl. Bacteriology -1		CLS311	3(2+2)	CLS department
	CLS 415	Virology		CLS311	2(2+0)	CLS department

	CLS 431	Clinical Enzymology		CLS333	2(1+2)	CLS department
	CLSE 443	Immunoematology		CLS414 CLS241	3(2+2)	CLS department
	IC 104	Political sys. in Islam		CLS326	2(2+0)	Humanitarian sciences
Level 7	CHSE 334	Epidemiology	Required	CLS 324	2(1+2)	NURS department
	CLS 312	Clinical mycology		CLS 311	3(2+2)	CLS department
	CLS 412	Parasitology		CLS 431	4(3+2)	CLS department
	CLS 413	Clinical bacteriology 2		CLS 411	3(2+2)	CLS department
	CLS 416	Environ.microbiology		CLS411 CLS 413	2(1+2)	CLS department
	CLS 421	Pathophysiology		CLS325	3(2+2)	CLS department
	CLS452	Independent study			2(2+0)	CLS department
Level 8	CLS 417	Cl. micro practice	Required	◆	3(1+4)	CLS department
	CLS 422	Cytopathology		CLS 421	2(1+2)	CLS department
	CLS 432	Cl.biochemistry practice		CLS 431	2(1+2)	CLS department
	CLS 442	Hematology-Practice		CLS 241, CLS 443	2(1+2)	CLS department
	CLS 451	Lab.Admin.& safety		◆◆	2(2+0)	CLS department
	CLS 453	Medical Genetics		CLS 414, CLS 332	3(2+2)	CLS department
	CLSE 454	Body fluid analysis		-	2(1+1)	CLS department
	Include additional levels if needed (i.e. summer courses).					

2. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

a. Brief description of field experience activity

- Student who complete the study plan of clinical laboratory program are trained in all care facilities that belong to the Ministry of Health and specially that located in the northern regions of KSA.
- Each clinical experience is designed to facilitate student's attainment of the course objectives accordingly.
 - a. Apply acquired knowledge into the internship working field.
 - b. Analyze a problem, identify and define the requirements appropriate to its solution.
 - c. Function effectively on teams to accomplish a common goal.
 - d. Understand professional, ethical, legal, security, and social issues and responsibilities.
 - e. Communicate effectively with a range of audiences.
- Students enrolled in different discipline of clinical laboratory to perform following activities
 - a. Participation; or at least to observe; work on repair of medical devices.
 - b. Attendance of scientific lectures taking place in the training place or in some companies supplying medical equipment to training place.
 - c. Participation in the workshops, if any, in the training place.
 - d. Refinement of student's ability to work in groups and dealing with others.
 - e. Building Students' knowledge of the domestic market needs of medical devices.
 - f. Develop student's ability to determine the specifications of medical devices
- Internship year is tailored to provide students with more in-depth clinical experience for all previously taught courses during the program.

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)
During and after completion Semester 8

c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)
Full time for one year internship

d. Number of credit hours (if any)
NA

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)

a. Brief description

Students can conduct research by choosing the topic of interest and the work is carried out as per the research format. This benefit them to learn a variety of both qualitative and quantitative research methods, including experiments, survey research, participant observation. Thus, it helps them to review the literature, write a research plan, objectives, Methodology, and finally how to interpret the results of their study.
b. List the major intended learning outcomes of the project or research task. Meaning of Interpretation, Technique of Interpretation and Different Steps in Writing Report and Layout of the Research Report
c. At what stage or stages in the program is the project or research undertaken? (eg. level) 7 th level, 4 th year
d. Number of credit hours (if any) 2 credit hours
e. Description of academic advising and support mechanisms provided for students to complete the project. Students were guided and supported by academic guidance committee by power point presentation explaining the research methodology, interpretation methods and research methods writing techniques.
f. Description of assessment procedures (including mechanism for verification of standards) NA

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Demonstrate the theoretical and scientific principles of laboratory testing procedures and research methods	<ul style="list-style-type: none"> • Lectures. • Group discussions. • Tutorials 	<ul style="list-style-type: none"> • 1st mid-term exam • 2nd mid- term • final written exam • Practical exam • Quizzes
1.2	Describe the advance techniques and operational instructions of sophisticated clinical laboratories equipment.		
1.3	State the theoretical principles of biomedical procedures that associated with metabolic disorders and pathological changes.		
2.0	Cognitive Skills		
2.1	Develop different quality control practices in the clinical lab and summarize delivery of reliable results with precision, accuracy and confidence in performing Lab tests	<ul style="list-style-type: none"> • Lectures. • Lab sessions. • Tutorials 	<ul style="list-style-type: none"> • 1st mid-term exam • 2nd mid- term • final exam • Practical exam • Quizzes
2.2	Analyze the different problems and recognize the diseases caused by different human pathogens (bacteria, viruses, parasites and fungi).		
2.3	Explain and Interpret the biochemical, hematological and histopathological laboratory results to diagnose human disorders.		
3.0	Interpersonal Skills & Responsibility		
3.1	Modify continuously the technical information of laboratory procedures with consultants and medical staff.	<ul style="list-style-type: none"> • Tutorials • Lab sessions • Field training 	<ul style="list-style-type: none"> • Assignment • Group discussion. • Report. • Practical exam
3.2	Demonstrate leadership and work effectively within the team, and show ethical behavior when dealing with patients.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate effective communication skills with patients, colleagues and other staff members.	<ul style="list-style-type: none"> • Tutorials • Lab sessions 	<ul style="list-style-type: none"> • Assignment • Group discussion.



4.2	Illustrate the test's information and operating procedure inside laboratory in simple and understandable language.	<ul style="list-style-type: none">Field training	<ul style="list-style-type: none">Report.Practical exam
5.0	Psychomotor		
5.1	Demonstrate entry level competency in collecting, handling, and processing samples according to laboratory policies.	<ul style="list-style-type: none">Lab sessionsField training	<ul style="list-style-type: none">Practical examcase studyGroup discussion.
5.2	Operate and calibrate the clinical laboratory instruments to perform accurate tests.		
5.3	Examine and determine the cause of errors in laboratory results and manipulate the appropriate corrective measures.		

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

Students can join the program after passing the preparatory year. The College Council annually determines the number of students who can be admitted to the program based on the Department capacity and the student GPA in the preparatory year. A student must meet following requirements for admission to the university:

- Hold a high school or equivalent degree from a college in Saudi Arabia or an equivalent institute out of the Kingdom.
- The high school degree must have been issued in the last five years for full-time students. The University Rector has authority to give exception to this rule on case to case basis.
- Student must pass any additional test or interview that might be required by the university.
- Student must be medically fit for studying at the university.
- In case of student working in a government or private sector, he must obtain permission for study from his employer.
- A student should satisfy any other conditions determined by the University Council during the application assessment.
- A student who had been dismissed from Jouf University or any other university is not eligible for admission.
- Those who already had obtained a Bachelor Degree or its equivalent shall not be admitted to obtain another Bachelor degree. The University Rector has the right for exception to this rule on case to case basis.
- A student who is already registered for an academic degree in Jouf University or any other university is not allowed to register for another degree.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance.

A student must have attended at least 75% of classes in order to pass a course. Otherwise he is not allowed to appear in the final exam and awarded F grade.

b. Progression from year to year.

Standing of a student as in preparatory year, freshman, sophomore, junior and senior is determined by number of credit hours completed by him. Requirement of credit hours for each year is given in the table below.

Year	Credit hours (excluding preparatory year)
Preparatory	0-28
Fresh student	29-63
Sophomore	64-99
Junior	100-134
Senior	135-169

c. Program completion or graduation requirements.

Following are the requirements for a student to graduate with a Bachelor of Science in Clinical Laboratory Sciences:

- The student graduates after completing 140 credit hours excluding preparatory year as per the curriculum.
- A graduating student must have a commutative GPA of 2.0 on a 5.0 scale.
- According to the recommendation of the concerned Department board, the College board may require the Student to repeat a course to improve his GPA if less than 2.0.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

Success in a course is usually based on the combination of grades awarded to course work and final examination. Each course has a total of 100 points. The grade for the course work is 60% of the total mark, while the remainder is for the final examination. The pass mark in each course is 60%. The grading system at JU is shown in Table 1. A student's grade point average (GPA) is determined by dividing the cumulative point value of all courses attempted by the number of units in the student's semester schedule. Table 1 shows a sample student's report having six subjects in a particular semester.

Table (1) : Grading system at Jouf University

Letter grade	Numerical point	Average
A+	95-100	5.0
A	90- less than 95	4.75
B+	85- less than 90	4.5
B	80- less than 85	4.0
C+	75- less than 80	3.5
C	70- less than 75	3.0
D+	65- less than 70	2.5
D	60- less than 65	2.0
F	Below 60	1.0

Table (2): Program Learning Outcomes Key performance indicators (KPI)

PLO	Strategy	KPI	When measured
Program learning outcomes from 1 to 13.	Attainment via CLOs(direct)	PLO attainment for graduation batch should at least 60% at the end of graduation.	At the end of eight semesters.
	Exit survey (indirect)	Feedback on relevant questions should above 60%.	End of graduation.
	Internship survey (indirect)	Feedback on relevant questions should above 60%.	During last year of graduation.

F Student Administration and Support

1. Student Academic Counseling

Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- A student is highly encouraged to meet with his academic advisor every semester prior to or during the registration week. The goal of this meeting is to review the student's academic progress. In addition, the student can take an appointment to meet individually with his academic advisor to discuss the program of study, career plans, or any problems he may encounter in the study program.
- An electronic Plan of Study is automatically created by the on-line registration system based on the student's program and the student's choices and goals. The main purpose of creating a plan of study is to ensure effective student progress and graduation in the minimum duration possible.
- Academic advisors are required to monitor on-line their advisee students' study schedules each semester and ensure that they strictly follow their approved plans of study. Those students who face difficulty in following their plans of study and need to modify them, can do so after consultation with their academic advisors. Academic advisors are required to submit a report to the Department's Student Advising Committee at the end of each semester about the progress of their advisee students.

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

1. The Academic affairs of the university shall announce through an electronic portal about the schedule of re-grading requests.
2. The student has the right to request the re-grading of his final exam answer sheets. He must submit an application in the university system.
3. The application shall be received electronically from the College and then a college subcommittee shall be formed with at least three members.
4. If the application is accepted, the Committee shall address the head of the concerned department to form a committee for re-grading.
5. The committee shall give recommendations within one week from the date of receiving the application.
6. A committee of faculty members shall be formed in the department, not including the course's instructor to review the student's answer.
7. The committee shall submit its report to the head of the department to make his decision to amend the student's grade or reject the application.
8. The decision of the committee shall be approved by the department council.
9. The student shall be informed of the decision through the academic system.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

1. Teaching staff specify their needs from different resource according to study plan.
2. The needs should be approved by the program council.
3. Certified report should be send to the faculty management

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- Faculty and staff members generally follow the procedures to acquire resources, which typically start by submitting their requests in appropriate forms through their department heads.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- Instructor recommends changing the text-book or adding a reference book in course report at the end of the semester.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

- Student Feedback Surveys at the end of semester are used for evaluating the adequacy of textbooks, references and other resources.

4. What processes are followed for textbook acquisition and approval?

1. The required textbooks determined by faculty member.
2. Textbooks list prepared by the head department.
3. College dean approve the list.
4. The approved list then sent to the academic affairs at university.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

- Academic affairs at the university announcing the vacant job in multimedia (newspaper, websites and others) with predetermined qualifications requirement.
- An individual interview, by a committee constituted by specialist, is held with those who fulfill the requirements.
- Qualifications and experience are verified before appointments are made.
- Candidates who pass the interview submit the original certificates to complete the employment.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- A committee of all teaching staff of the department is formed to participate in the annual program report, to make the course study and the periodic review of the program.
- The committee has to review the specification of the program, the report of all syllabuses in comparison with new references for each syllabus.
- The committee has to develop plans for continuous improvement and work on their application.
- Prepare file for evidence and indicators of the program completion.
- Prepare file for curriculum vitae of teaching staff of regular annual update.

b. Explain the process of the Advisory Committee (if applicable)

- Choosing the advisory committee members
- Annual meeting of the committee to discuss the program needs for development.
- Prepare an action plan according to the results of meeting s discussion.

3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- The program coordinator reviews the course reports and evaluates the learning outcomes achieved at the program level.
- The program surveys students' views on the quality of the courses and experiences they have acquired and surveys student's final year in program quality.
- The program coordinator, in collaboration with colleagues, develops an improvement plan that includes the tasks to be performed, responsible person and time period for each task.
- Training needs of faculty members and technicians are identified through questionnaires.
- Faculty members are provided opportunities to attend training courses and workshops according to training needs.
- The Deanship of E-learning provides specialized courses in the field of teaching with the development center skills and Deanship of Quality and Academic Accreditation.

b. Other professional development including knowledge of research?

- The professional development activities involve attending technical conferences and presenting research papers, attending technical workshops.
- Providing suitable workshop on writing proposals for research and equipment grants for the laboratories.

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- A new faculty member is usually given a copy of the Faculty Handbook that contains all information about the duties and responsibilities of the faculty, including the rights, privileges and code of conduct.
- Providing adequate information about the specification of the program (attendance at workshops).
- Clarifying applicable teaching strategies and methods of students' evaluation.
- Guidance in writing course's specification and reports.
- Qualifying new staff through workshops.
- Training new staff on writing courses' specifications and reports.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

Not applicable

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

Various assessment direct/indirect methods accomplish the evaluation of and degree to which the learning outcomes for the Electrical Engineering program are met assessment direct/indirect methods.

Direct assessment methods are those where a conclusion can be reached directly from student submitted work, such as measurement of Program Learning Outcomes (PLOs) through homework, exams, tests and projects where methods used and conclusions reached are easily interpreted and evaluated.

Indirect assessment methods are those where a conclusion is drawn inferentially from evidence observed, such as alumni survey, employer survey, exit survey, etc.

The university has a detailed and well-defined process to solicit feedback from various stakeholders of our programs. The aim is to gauge the effectiveness, concerning quality, of all relevant activities, to develop cognizance about pitfalls and to bring about tangible and verifiable improvements in them. In order to derive optimum performance from the human resource and systems, Jouf University evaluates its teachers/courses / graduates/alumni to get enhanced organizational success. Evidence from various stakeholders is collected to gauge the effectiveness of the teaching-learning process. Analysis of evaluations is used to improve various aspects of our system. The overall process is based on essential data that includes student feedback of courses, Course review reports with coverage of course contents, PLO and CLO assessment, Counselors feedback, Exit survey of graduating students, Alumni survey, Employer's feedback, Internship feedback, and Graduation project evaluation. Student course feedback and Exit Survey is collected by the Quality Assurance Cell (QAC) of the University. Alumni Feedback and the Employer's feedback of interns and alumni are collected by the office of Corporate Linkages that is also the industrial liaison office. This assessment data is first analyzed and evaluated against the Key Performance Indicators (KPIs) by the QAC departmental member, and the summary is presented in the Continuous Quality Improvement (CQI) Review Report. The CQI report is the central and most important part of our CQI process.

The PLO evaluation includes three levels of evaluation including, Program (Cohort) Level, Course level and Student level

Program level Evaluation:

The PLO evaluation against the whole program is done using multiple types of direct and indirect assessment data including Course PLO assessment, Final year project assessment, Internship Feedback and Exit Survey of graduating students. These data modules are discussed in the subsequent

sections. The Program level evaluation process including assessment activity, assessment data, and KPIs.

Course Evaluation:

The course evaluation is done based on the percentage achievement of each targeted PLO for the course. A student is considered to have attained the PLO in the course if he gets >60% marks against that PLO. For a course, a PLO is considered to be achieved if the PLO attainment percentage of the students >60% and the average for all students in that course against the PLO is >60%.

Student Evaluation:

The PLOs Evaluation process for individual students includes both direct and indirect assessment taken throughout all the semesters. The direct assessments include assessment Course PLOs attainment and assessment of Graduation Project. The indirect assessment includes an exit survey of graduating students and Internship feedback of individual students.

Developing and assessing students learning outcomes bases on three QA stages

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- Students' questionnaires to evaluate courses.
- Performance assessment by program coordinator.

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

- Exit surveys.
- Course analysis report.
- Self-study assessment as recommended by NCAAA.
- Alumni survey.

(ii) From independent advisors and/or evaluator(s)?

- External or independent advisors reports

(iii) From employers and other stakeholders.

- Employers of stakeholders program evaluation (questionnaire)

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Program Chair/ Coordinator Name: Prof. Waleed Seif El-Din Mohamed / Dr. Eman Fawzy

Signature: Waleed Seif **Date Report Completed:** 8/4/2018

Received by: Dr. Waleed Abusaud **Dean/Department Head**

Signature: Waleed Abusaud **Date:** 8/4/2018