



Program Specification

Program Name: Bachelor in Accounting
Qualification Level: Bachelor (level 06)
Department: Accounting
College: College of Business
Institution: Jouf University

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A. Program Identification and General Information

1. Program Main Location:		
Jouf University, College of Business, Department of Accounting, main Campus (males), Sakaka, KSA		
2. Branches Offering the Program:		
Jouf University, College of Business, Department of Accounting, Branch Campus (Females) Laqaet, Sakaka, KSA.		
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>The accounting profession is very important and essential in all businesses. Hence the importance of establishing an accounting program, as the College of Business-Jouf University sought to establish an accounting program to meet the needs of the labor market through three main reasons, which are as follows:</p> <ul style="list-style-type: none"> • Accounting is a discipline of interest and demand locally in Saudi Arabia, regionally in the Middle East and internationally worldwide. • Keeping up to date with development needs and changes in the labor market. • Meet the needs of many private projects in all sectors that need the accounting profession. • The labor market in the Kingdom of Saudi Arabia needs the program's specializations. • Implementing the Kingdom's strategy in developing the Saudi economy from its needs to specializing in financial and accounting aspects • The program supported the increase of the knowledge capital in the Kingdom. • Spreading higher education and increasing knowledge in society. • Providing qualified cadres that are the scientific basis of the development plans in society • Connecting the university to the local community through accounting training courses for all government sectors. 		
4. Total Credit Hours for Completing the Program: (134 credit hours) Min: 15 credit hours / semester max: 18 credit hours / semester		
5. Professional Occupations/Jobs:		
<ul style="list-style-type: none"> - Accountant - Auditor - Accounting Clerk. - Accounts Payable/Receivable Clerk. - Accounting Information System Specialist. - Actuarial Accountant/Insurance Accountant. - Bookkeeping. - Budget Analyst. - Capital Accountant. - Tax accountant 		
6. Major Tracks/Pathways (if any):		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. Not Applicable		
7. Intermediate Exit Points/Awarded Degree(if any):		
Intermediate exit points/awarded degree	Credit hours	
1. Not Applicable		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

“Providing a supportive environment for learning, education, scientific research and community service in order to meet labor market needs in accounting and auditing”

2. Program Goals:

- 1- Confirming that accounting program performance, enhance the quality and efficiency of education based on the standards of the education and training evaluation commission.
- 2- Graduating of qualified students to meet the requirements of the labor market in accounting.
- 3- Achieving integrative skills and knowledge through organizing seminars, workshops, and conferences to enhance the quality of learning outcomes in programs.
- 4- Enriching and support the research activity of faculty members in the program.
- 5- Enhancing societal partnership and community service.

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

Jouf University Mission	College of Business Mission	Accounting program Mission
Providing Distinguished Education and Research Outcomes to Develop the Community	The College of Business seeks to provide an attractive academic and research environment for preparing distinguished cadres in the various fields of business to meet the needs of the labor market by attracting qualified human cadres to provide academic and professional programs in line with the vision of the Kingdom 2030.	“Providing a supportive environment for learning, education, scientific research and community service in order to meet labor market needs in accounting and auditing”
Alignment	The Mission of the program is in line with Mission of the college and the university. Jouf University accounting Program is compatible in achieving the same domains of high education institution (graduating of students, scientific research and community services).	
Goals of Jouf University	Goals of College of Business	Goals of Accounting Program
1. Application of total quality standards in all university sectors.	1- Conforming that college performance is in line with to the standards of the Education & Training Evaluation Commission.	1. Confirming that accounting program performance, enhance the quality and efficiency of education based on the standards of the education and training evaluation

		commission
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 of qualified students to meet the requirements of the labor market in accounting and auditing. 3. Achieving integrative skills and knowledge through organizing seminars, workshops, and conferences to enhance the quality of learning outcomes in programs
4. Publication of at least 40% of all faculty member in ISI journals or journals with high impact.	4- Establishing system of scientific research and postgraduate studies in the various fields of business conforms to scientific standards.	1. Enriching and support the research activity of faculty members in the program.
5. Enhancing community partnership.	5- Enhancing societal partnership in various business fields.	2. Enhancing societal partnership and community service.
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: "A graduate" from the accounting program is knowledgeable, cognitively, and practically qualified to perform the accounting profession with professional ethics and meets the requirements of the labor market. In accounting Program all levels achieved in all learning domains are consistent with the graduates' attributes and the learning outcomes specifications for each level of qualifications (Annex: NQF, p.18).

University	Program
<p>First: Knowledge and understanding</p> <ol style="list-style-type: none"> 1- Possesses a comprehensive and consistent structure of knowledge and understanding of the theories, principles and concepts involved in the field of specialization. 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. 3- Knowledge of and understanding of research methodology and investigation methods. <p>Second: Skills</p> <p>A- Perceptual skills</p> <ol style="list-style-type: none"> 4- Having the ability to apply the 	<p>First: Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Define the concepts, accounting principles and accounting and economic theories. 2. Describe the accounting treatment of financial transactions 3. Identify laws and standards related to accounting. 4. Analyze accounting financial data and making decisions. 5. Carrying out research projects that serve the accounting field of specialization. <p>Second: Skills</p> <p>A. Perceptual skills</p>

knowledge, concepts and theories studied in the specialization to address issues and problems.

- 5- Critical evaluation of complex knowledge, and its use to provide innovative solutions to contemporary issues and problems.
- 6- Practicing techniques for investigating, verifying and investigating issues and problems.

B- Practical and physical skills

- 7- The use of advanced and specialized tools, machines, materials and devices in dealing with practical activities related to specialization, work and profession.
- 8- Performing a set of complex practical tasks and procedures in a specific field, related to the field of specialization or work profession.

C- Communication and information technology skills

- 9- Communicate in various ways with individuals and groups to exchange knowledge, specialized skills.
- 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.

Third: Value

- 11- Demonstrate integrity, professional and academic ethics, and a commitment to responsible citizenship.
- 12- Self-evaluation of the level of learning and way of thinking and dealing with issues related to aspects of specialization and society.
- 13- Mastering self-learning skills, and taking responsibility for professional development in the field of specialization
- 14- The ability to social adapt and work in a team flexibly and effectively.
- 15- Serving the community by actively engaging in community issues that

6. Apply international financial reporting standards in accounting functions and financial reports.

7. Solve accounting and economic problems in light of the developments of economic activities.

8. Evaluate the outputs of the accounting system based on accounting standards.

B. Practical and physical skills – N/A

C. Communication and information technology skills

9. The initiative to serve the international community in general and the local community in particular in issues related to accounting area.

10. Serving the community by actively engaging in community issues related to accounting activities that entrench the state's values and constants.

Third: Value

11. Demonstrate the ability to manage professional accounting activities and work teams
12. Use of new technologies in accounting and scientific research.
13. Relate accounting applications with professional ethics.
14. Show a commitment to professional ethics especially accounting' professional ethics.

entrench the state's values and constants.	
Alignment: The Accounting 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.	
5. Program learning Outcomes*	
Knowledge and Understanding	
K1	Recall the concepts, accounting principles and accounting and economic theories.
K2	Explain the accounting treatment of financial transactions.
K3	Identify laws and standards related to accounting, auditing, and research methodology.
Skills	
Cognitive:	
S1	Apply international financial reporting standards in accounting functions and financial reports.
S2	Solve accounting and economic problems in light of the developments of economic activities.
Practical:	
S3	Analyze financial data and making decisions.
Communications and information technology:	
S4	Evaluate the outputs of the accounting system based on accounting and auditing standards and communicate it to related parties.
Values	
V1	Demonstrate the ability to manage professional activities and work teams and development in the area of specialization.
V2	Engage with tasks and activities related to new technologies in accounting and scientific research in a professional manner and autonomy.
V3	Relate accounting and auditing applications with professional ethics.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	10	19	14.2%
	Elective	3	6	4.5%
College Requirements	Required	8	22	16.4%
	Elective	-	-	-
Program Requirements	Required	25	75	56%
	Elective	2	6	4.4%
Capstone Course/Project	0	0	0	0%
Field Experience/ Internship	Required	1	6	4.5%
Others	-	-	-	-
Total		49	134	100%

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ISL 111	The Holy Quran	R	---	3	C
	ACCT 111	Principles of Accounting and Financial Reporting	R	---	3	C
	BUS 111	Principles of Business Administration	R	---	3	C
	ISL 101	Origins of Islamic culture	R	---	2	U
	ARB 100	Language Skills	R	---	2	U
	ENGL 101	English language 1	R	---	3	U
	EDU 101	University Life skills	R	---	2	U
Level 2	ACCT 112	Intermediate Accounting (1)	R	ACCT 111	3	D
	BUS 122	Principles of Microeconomics	R	---	3	C
	CIS 101	Computer Skills	R	---	3	U
	ENGL 102	English language (2)	R	ENGL101	3	U
	ISL 110	The Moderation & Sobriety	R	---	2	U
	ARB 102	Writing Skills	R	---	2	U
Level 3	ACCT 211	Intermediate Accounting (2)	R	ACCT 112	3	D
	ACCT 221	Principles of Costs and Management Accounting	R	ACCT 111	3	C
	BUS 221	Principles of Macroeconomics	R	BUS 122	3	C
	MTH 282	Statistics in Business 1	R	---	3	D
	ISL 100	Studies in the Biography of the Prophet	R	---	2	C
		University Elective Course *	E	---	2	U
		University Elective Course *	E	---	2	U
Level 4	ACCT 212	Accounting in English	R	ACCT 111 & ENGL 102	3	D
	ACCT 222	Accounting Information Systems	R	ACCT 112	3	D
	BUS 231	Principles of Marketing	R	BUS 111	3	D
	LAWS 271	Principles of Commercial Law	R	---	3	D
	BUS 241	Principles of Financial Management	R	BUS111	3	D
	ISL 107	Professional ethics	R	---	2	C

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 5	ACCT 311	Corporate Accounting	R	ACCT 211	3	D
	ACCT 321	Management Accounting and Decision Making	R	ACCT 221	3	D
	ACCT 322	Analysis of financial reports	R	BUS 241	3	D
	ACCT 341	Accounting In Islamic Banks	R	ACCT 211	3	D
	BUS 341	Financial Markets	R	BUS 241	3	D
	BUS 311	Production and Operations Management	R	BUS 111	3	D
Level 6	ACCT 323	Computerized Accounting Applications	R	ACCT 222 CIS 101	3	D
	ACCT 331	Auditing and confirmation services	R	ACCT 222	3	D
	ACCT 332	Zakat and Tax Accounting	R	ACCT 311	3	D
	ACCT 342	Government Accounting	R	ACCT 112	3	D
		Elective course from the university's courses**	E	---	2	U
		Elective course outside of specialization***	E	BUS 241 /BUS 341	3	D
Level 7	ACCT 411	International Accounting Standards	R	ACCT 331	3	D
	ACCT 421	Accounting reports in English	R	ACCT 212	3	D
	ACCT 441	Research Methods in Accounting	R	ACCT 331	3	D
	ACCT 442	Accounting of Specialized Establishments	R	ACCT 311	3	D
		Elective course inside of specialization****	E	ACCT 211	3	D
Level 8	ACCT 413	Advanced Accounting	R	ACCT 311	3	D
	ACCT 431	Internal control and Internal auditing	R	ACCT 331	3	D
	BUS 412	Strategic management	R	BUS 241	3	D
	ACCT 445	Practical Training	R	The student must study 105 hours	6	D

(*): The student chooses two courses from the three flowing courses: Human Rights ISL 105, Contemporary Issues ISL 108 and The Role of Women in Development ISL 109.

(**): The student chooses one of the university elective courses (Entrepreneurship BUS 101 or volunteer work EDU 102)

(***)The student selects one of the courses (Project Feasibility Study BUS 321 or Department of Securities BUS 345)

(****)The student chooses one of the courses (Accounting Theory ACCT 412 or Agricultural Accounting ACCT 443 or Trading ACCT 444).

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

1- <https://drive.google.com/drive/folders/1QFnBi5kT5ICiqu3GdMi9-BeXk5NWPZbO?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)

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S.4	V1	V2	V3
ISL111										I
ACCT 111	I	I			I			I		I
BUS111		I	I				I			
ISL101	I									I
ARB 100							I			
ENGL 101		I					I			
EDU 101							I			
ACCT 112	I		I		I	I		I		
BUS 122	I				I					
CIS 101			I				I			
ENGL 102							I			
ISL 110										I
ARB102							I	I		
ACCT 211	I		I		I	I			I	
ACCT 221			I			I	I		I	
BUS221	I				I					
MTH282					I					
ISL100	I			I						
ACCT 212	I	I					I		I	
ACCT 222	I			I			I		I	
BUS 231	I			P				P		
LAWS 271			I		P					
BUS241				P	P				P	
ISL 107							P			P
ACCT 311		I				I		I		
ACCT 321		P	P				P		P	
ACCT 322	P					P	P		P	
ACCT 341	P	P			P			P		
BUS 341				P	P		P			P
BUS 311	P	P		P	P					
ACCT 323	P		P		P				P	
ACCT 331			P		P		P			P
ACCT 332		P		P		P	P	P		
ACCT 342	P		P				P			P
ACCT 411	P		P		P			P		

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S.4	V1	V2	V3
ACCT 421		M				M	M			M
ACCT 441	M					M	M		M	
ACCT 442			M			M		M		
ACCT 412	M				M					M
ACCT 443	M	M					M		M	
ACCT 444			M				M		M	
ACCT 413			M			M	M		M	
ACCT 431		M			M			M		
BUS 412	M				M		M			
ACCT 445			M				M			M

* Add a table for each track (if any)

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:**

PLOs		Teaching and learning strategies	Learning Activities
Knowledge and Understanding			
K1	Recall the concepts, accounting principles and accounting and economic theories.	<ul style="list-style-type: none"> - Interactive Lectures. - Panel discussions - Divide students into groups - Using e-learning and distance education strategies. 	<p>Curricular activities:</p> <ul style="list-style-type: none"> - Fulfillment of assignments and duties - Reports preparation - Make presentations - Shared in discussions and dialogues - Participation during lectures - Group assignments focusing on (activity-based learning) <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> - Participation in discussion forums - Attending workshops, seminars and training courses - Library visit
K2	Explain the accounting treatment of financial transactions.		
K3	Identify laws and standards related to accounting, auditing, and research methodology.		
Skills			
Cognitive:			
S1	Apply international financial reporting standards in accounting functions and financial reports.	<ul style="list-style-type: none"> - Case Studies - Information analysis - Conducting researches - Self-education. 	<p>Curricular activities:</p> <ul style="list-style-type: none"> - Fulfillment of assignments and duties - Problem solving - Reports preparation - Prepare mini research - Make presentations - Shared in discussions and dialogues - Participation during lectures - Group assignments focusing on (activity-based learning) - Conducting practical training <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> - Participation in discussion forums - Attending workshops, seminars, and training courses - Library visit
S2	Solve accounting and economic problems in light of the developments of economic activities.		
Practical:			
S3	Analyze financial data and making decisions.		
Communications and information technology:			
S4	Evaluate the outputs of the accounting system based on		

	accounting and auditing standards and communicate it to related parties.		
Values			
V1	Demonstrate the ability to manage professional activities and work teams and development in the area of specialization.		Curricular activities: <ul style="list-style-type: none"> - Performing group tasks and duties - Group participation in problem solving - Reports preparation - Collective participation in the preparation of mini-research - Participate in group presentations - Participate in discussions and dialogues - Preparing group assignments - Participation during lectures and group assignments focusing on (activity-based learning) Extra-curricular activities: <ul style="list-style-type: none"> - 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
V2	Engage with tasks and activities related to new technologies in accounting and scientific research in a professional manner and autonomy.	<ul style="list-style-type: none"> - Teamwork 	
V3	Relate accounting and auditing applications with professional ethics.	<ul style="list-style-type: none"> - Brainstorming - Panel discussions 	
<p>❖ Learning experience to achieve the program learning outcomes:</p> <p>through:</p> <ul style="list-style-type: none"> ▪ Distribute questionnaires to potential graduate / students to obtain feedback on the curriculum and the program in general. ▪ Personal interview to a group of potential graduate / students to identify their views on curriculum and the program in general. 			
<p>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.</p>			
PLOs		Assessment Methods	
Knowledge and Understanding			

K1	Recall the concepts, accounting principles and accounting and economic theories.	Direct Methods: <ul style="list-style-type: none"> - Final and midterm exams - Blackboard Activities - Assignments - Verbal questions - Various duties - E-Student Portfolio - Observation Indirect Methods: <ul style="list-style-type: none"> - Student surveys - Surveys of graduates and employers
K2	Explain the accounting treatment of financial transactions.	
K3	Identify laws and standards related to accounting, auditing, and research methodology.	
Skills		
Cognitive:		
S1	Apply international financial reporting standards in accounting functions and financial reports.	Direct Methods: <ul style="list-style-type: none"> - Final and midterm exams - Blackboard Activates - Problem solving and Presentation - Assignments - Various duties - E-Student Portfolio - Observation Indirect Methods: <ul style="list-style-type: none"> - Student surveys - Surveys of graduates and employers - Student focus groups - Feedback from employers on student performance during internship
S2	Solve accounting and economic problems in light of the developments of economic activities.	
Practical:		
S3	Analyze financial data and making decisions.	
Communications and information technology:		
S4	Evaluate the outputs of the accounting system based on accounting and auditing standards and communicate it to related parties.	
Values		
V1	Demonstrate the ability to manage professional activities and work teams and development in the area of specialization.	Direct Methods: <ul style="list-style-type: none"> - Periodical reports - Teamwork assessment - Observation Indirect Methods: <ul style="list-style-type: none"> - Student surveys - Feedback from employers on student performance during internship
V2	Engage with tasks and activities related to new technologies in accounting and scientific research in a professional manner and autonomy.	
V3	Relate accounting and auditing applications with professional ethics.	

D. Student Admission and Support:

1. Student Admission Requirements

In accordance with the rules of admission and registration of the list of studies and tests for the university stage and the proposed executive rules

- The new student must accept the following program:
- Have a high school certificate or equivalent from inside or outside the Kingdom.

- Should he not have obtained a high school or equivalent for more than five years and the university director may exempt from this condition if there are convincing reasons.
- Be a good conduct.
- Successfully pass any test or personal interview that the University Council sees.
- To be medically fit.
- To obtain the approval of the reference to the study if he works in any governmental or private body.
- To meet any other conditions determined by the University Council and announce the time of submission.
- Not be separated from another university for disciplinary reasons.

2. Guidance and Orientation Programs for New Students

Psychological preparation for new students. Once the new students are accepted at the university, the counseling unit in each college distributes them to the academic advisors. The student groups are announced along with the names of the advisors on the official bulletin boards of the college and the scientific departments. The student reviews the academic advisor immediately after starting his studies (registration), where he is acquainted for his advisor and his responsibilities, office hours, and means of contacting him, and he submits any inquiries he has to the advisor. The student has the right to review the academic advisor and contact him during the official working hours during the first three weeks of the beginning of the semester. After the end of these three weeks, the counselor sets a meeting with the student on a periodic basis (weekly, semi-monthly, or monthly) according to the counseling hours. Contact specific for emergency situations. The counselor specifies a substitute for him in the event of his absence and the student's need for him, and informs the student of his name and how to contact him, and he is usually the head or coordinator of the concerned department. The role of the university, deanship of students Affairs, college, department in guidance and orientation programs for new student as follows: ([Annex:-AR:2-1](#)). Here are some of the procedures followed to implement the abovementioned, as follows:

- Forming committees for the reception of new students and explaining the work method in the department and college.
- Hold a meeting at the beginning of each chapter chaired by the Dean and participate in the agent and heads of departments and is clarified.
- Students 'rights and duties and answers to all students' queries
- There is a clear plan to deal with students with special need
- Each faculty member has academic guidance students
- Each faculty member shows on his office students' academic guidance and hours of academic guidance
- 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.
- Holding guiding seminars and workshops to prepare new faculty members for the academic and new 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.

3. Student Counseling Services

(academic, career, psychological and social)

Providing psychological and therapeutic consultations through the Academic Advising committee at the program. The role of the university, Deanship of Students Affairs, college, and department in students counseling services in academic, career, psychological and social area as follows: ([Annex-AR: 2-2](#)). Here are some of the procedures followed to implement the abovementioned, as follows:

- Program offers Career Counseling to help students to determine their strengths, values, and interests in order to make the right choices regarding their career.
- Every faculty member who submits a periodic report to the coordinator of academic guidance in the department includes:

1. Identify the students who have failed to do so.
2. Limiting outstanding students and addressing their mentors for moral encouragement.
3. Conduct periodic meetings with the department's advisors to follow up the work process in the appropriate manner and according to what was planned.
4. Making models to ensure the presence of the student for guidance and continuous communication with him.

4.Special Support

(low achievers, disabled, gifted and talented)

Providing support for students Special Support (low achievers, disabled, gifted and talented). The accounting program takes into account the special needs of its students (such as: students with special needs): where the program guide is available for students with special needs, the accounting program has prepared a report on students of the program with special needs, and there are mechanisms for determining special needs for students with special needs, and provides The Accounting Program is a program for sponsoring, motivating and supporting students of the program with special needs, and then preparing a report for a program of care, motivating and supporting students with special needs, an improvement plan, a report of the improvement plan for the previous year, and the decisions taken, and announcing these decisions for students of the program with special needs.

The accounting program applies appropriate mechanisms to identify gifted, creative, talented, and underachieving students in the program, and suitable programs are available to care, motivate and support each group of them. Where the accounting program applies mechanisms to identify talented, creative, outstanding and stumbled students in the program ([Annex: 4-0-8-1](#)), also a report was prepared on the talented and creative students of the Accounting Program ([Annex: 4-0-8-2](#)). In this regard, a report on the outstanding students of the program ([Annex: 4-0-8-3](#)), and a report on the students of the program defaulters are prepared ([Annex: 4-0-8-4](#)). The accounting program implemented the program of sponsoring, motivating and supporting the talented and creative students of the program ([Annex: 4-0-8-5](#)), and a report of the program for sponsoring, motivating and supporting the talented and creative students and a plan was prepared. The improvement and the report of the improvement plan for the previous year and the decisions taken and the announcement of these decisions to the students of the program ([Annex: 4-0-8-6](#)). The accounting program also implemented a program of sponsoring, motivating and supporting the outstanding students of the program ([Annex: 4-0-8-7](#)), and preparing report of the program for sponsoring, motivating and supporting the outstanding students of the program.

Further they preparing the improvement plan, the report of the improvement plan for the previous year, the decisions taken, and the announcement of these Decisions for program

students (Annex: [4-0-8-8](#)), and the accounting program implemented a program of care, motivate and support the defaulting students of the program (Annex: [4-0-8-9](#)). Finally, prepared a report of the program of care, motivate and support the defaulting students of the program and the improvement plan. The report of the improvement plan for the previous year and the decisions taken and the announcement of these decisions to the students of the program (Annex: [4-0-8-10](#)), The accounting program has initiated a program to take care, motivate and support gifted, creative, talented, and underachieving students which explained as follows (attached: [4-0-8-11](#)). Here are some of the procedures followed to implement the abovementioned, as follows:

- Preparing a list of educational resources that help students to excel, Special Support to gifted and talented.
- Preparing a file for each student to follow his academic career.
- Holding workshops to prepare faculty members to deal with this group and consider their needs.
- Identify students who are not studying at all, and prepare a plan to help them and encourage them to improve their educational level.
- Providing material and moral incentives for students who are excelling in study.
- Encouraging students to be creative and rewarding creators.
- The college's complex is provided all the requirements of disabled students (elevators, car parking, and special paths).

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
Professors	Accounting	Auditing,	NONE	1	1	2
Associate Professors	Accounting	Cost accounting, Accounting information system	NONE	1	1	2
Assistant Professors	Accounting	Financial Accounting,	NONE	1	1	2
Lecturers	0	0	NONE	0	0	0
Teaching Assistants	0	0	NONE	0	0	0
Technicians and Laboratory Assistants	Software Clean Worker Administrative secretary	Software Maintenance Cleaning Administrative work Secretarial work	NONE	2	2	4
Administrative and Supportive Staff	Head of Section Associate Secretary	Student services	NONE	2	2	4
Others (specify)	NONE	NONE	NONE	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

The university, deanship of faculty staff Affairs, college, department provides the appropriate orientation for the new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks responsibilities, and workload. Where in this regard the new member is provided with an introductory guide of the college to get comprehensive information about the college, its scientific departments, and its academic programs. This guide explaining information about the nature of the program, the rights, tasks and responsibilities of faculty members and program collaborators (Annex: [5-0-4-1](#)). Based on that they prepared a program for preparing new faculty members. This program including: (*Teaching skills, methods and strategies Blackboard e-learning system, assessment methods and tests, rights and responsibilities, tasks, skills for dealing with electronic services, electronic transactions system... etc.*) (Annex: [5-0-4-2](#)).

The accounting program distributed also manuals and brochures on above mentioned skills to the new faculty and collaborators during the preparation program (Annex: [5-0-4-3](#)). The committee on charge write a report on what had been prepared on the implementation of the orientation program for new faculty members, supported by photographs (Annex: [5-0-4-4](#)). In order to make every things clear for all faculty members a guide for Saudi faculty members (Annex: [5-0-4-5](#)), along with the Directory of Teaching Staff for Non-Saudis (contracted) is available (Annex: [5-0-4-6](#)). Additionally, the rights and duties of faculty members have been approved and published (Annex: [5-0-4-7](#)). Finally, the accounting program has developed a plan and induction program for new faculty members to ensure they are qualified to work with the various systems that serve the program (Annex: [5-0-4-8](#)).

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.
 - The Quality Committee in coordination with the members of the department to explore the opinion of students in the quality of the courses and experiences gained and the opinion of the students of the final year in the quality of the program
 - In case of improvement, the program coordinator, in cooperation with his / her colleagues, will develop an improvement plan that includes the work to be done, who will carry out the improvements and the necessary time period,
 - Determine the training needs of faculty members and technicians through questionnaires.
 - Applying faculty members to training courses and workshops according to training needs.
 - Deanship of e-learning in the provision of 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.
 - Encouraging faculty members to participate in training courses, workshops, conferences, and seminars through supporting deanships such as Deanship of Scientific Research

- Encouraging teachers to write reference books in the specialization courses.

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.)

Fill out a faculty member with a special form for the course to specify references and resources.

- A committee is formed from various subspecialties in the program to select books and references appropriate to the content of the program's curricula and contribute to the targeted learning outcomes, adopting several selection criteria (appropriate content, appropriate student level, novelty, appropriate cost)
- Visiting the library or information technology to view the contents and information containers related to the course.
- Introduce the student to how to search and extract sources of information and references from the library.
- Each member writes his recommendations on the appropriateness of the course content to achieve goals that are its outputs in the course report at the end of each semester.
- The program coordinator gathers the recommendations and submits them to the department council to discuss them and give an opinion about them in a way that achieves the goals and outputs of the decision, and the department council takes the necessary measures regarding them.
- The Department Council submits its recommendations to the College Council to raise its needs of books and references to address the Deanship of Libraries to provide the necessary ones.
- Setting criteria for selecting scientific references.
- Clarify the main references and supporting references for students.

2. Facilities and Equipment

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

- Providing a library for the department that includes the most recent references in the field of accounting.
- Electronic library is represented by Saudi library digital.
- The program has two computers lab providing with accounting programs (Smacc , ,etc.,...).
- Class rooms providing smart board, classic board, and availability video conference for female section.
- The campus has medical clinic for the faculty members and students.

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

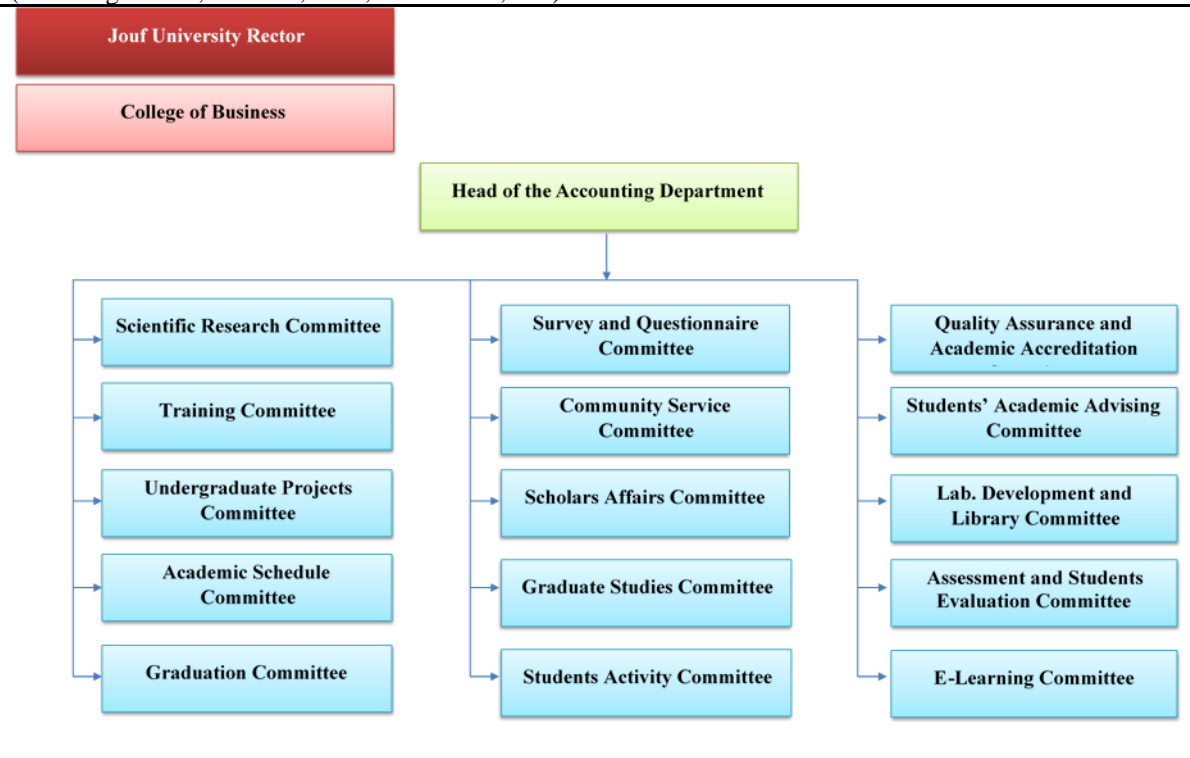
- Provide a fire extinguisher for every classroom.
- All the labs have clear safety procedures.
- There are brochures explain the instructions and rules.
- There are no any dangerous materials in the labs and classrooms.
- The complex is designed to exist good ventilation.
- There are signs explain the emergency exit and assembly points according the international criteria.

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.)

- Stakeholders participate in the program evaluation through their representation in advisory committees and through the results of opinion polls directed to them (employers, graduates, program evaluation, course evaluation and student experience). Where the results of the surveys are analyzed for the planning and development processes in accounting program, then report is prepared, weaknesses and suggestions are extracted, and then program works for its development and improvement. Finally, feedbacks implemented e.g., program added a practical training course in the plan as one of the feedback requirements.
- The program has student council for consultation and providing all the facilities for the students.
- The alumni introduce their opinion and suggestion about the program through survey and direct contact through alumni unit.
- The program has consultant council which take held twice every year for consultation and discussion of new trends and needs such as:
 - 1- Achieving and consolidating the partnership between the program and the governmental and private sectors in the fields of education and training and providing an appropriate educational environment to activate the communication between the program and the labor market and society.
 - 2- Work to develop the level of program graduates according to the needs of the labor market.
 - 3- Suggesting the ways and mechanisms that give the program and its graduates a distinction.

- 4- Developing mechanisms that contribute to linking the program with its graduates to benefit from them.
- 5- Suggesting new sources and methods to support the program financially and morally.
- 6- Improving methods of linking scientific research with society and developing the consulting sector in a way that benefits the program and society.

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.)

All the rules are available in the handbook of the university and the guidance book of the department, also as soft copy in the department webpage:

- 1- <https://drive.google.com/file/d/1iC5NH062EFAjHa2nDxKwLyFzyNg8NLGK/view?usp=sharing>
- 2- http://dar.ju.edu.sa/forms/list_laws.pdf

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

- 1- <https://drive.google.com/file/d/1sBodcYZ7FBvFUYWBKQ5atAEq4nKgE48Q/view?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.

- 1- The courses Specifications that are taught through other scientific departments are accordance with the program Specification, and taking correlation of these programs Specification with the mission and goals of the program.
- 2- The program management send its suggestions about the contents and learning outcomes of courses taught by other Departments.
- 3- Program management is provided with Courses reports taught through other scientific departments. Improvements and additions to course Specification can be made based on feedback from the course report in each semester and discusses the results and recommendations with the staff in charge
- 4- Overall improvement plan is prepared by considering the recommendations by staff members in their courses reports at the end of each term.

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

In accounting program there are arrangements used to ensure the consistency between main campus and branches which include male and female sections (for example: the presence of females to department council meeting, if the same faculty member teach the same lecture to males and females in the same time or there is another method, there is vice dean for female section or not, there is coordinator for program and courses in female section,.,etc.) for example:

1. By regular communication between them through meeting, telephones, and emails.
2. Existence coordinator of courses which perform the following.
3. The course coordinator is primarily responsible for everything related to the course (teaching - final exam - etc.).
4. Coordinate with the other colleagues in the scientific content of the course being taught.
5. Unify the final exam.
6. Developing a specific mechanism in coordination with the other colleagues for equal opportunities among all those studying the course.
7. Participating the faculty members from both sections in all committees.
8. Preparing the course report for all the courses in a grouped manner, in which the male and female students are explained every semester.
9. Preparing the program report in a grouped manner in which the male and female students are explained annually.
10. Preparing the performance indicators report for the program.
11. Preparing an improvement plan to achieve Consistency between the two parts.

Furthermore, In the accounting program, there are appropriate mechanisms for integration and effective participation between the two sections of the students (as there is no other branches for the program). This integration is evident through the decisions to form the Department's Program Board (Annex: [2-1-5-1](#)) and through the minutes of the college council, the department and committees within the program. Which include decisions that support the active participation between male and female sections in terms of planning, development, quality and improvement (Annexes: [2-1-5-2-1](#); [2-1-5-2-2](#) ; [2-1-5-2-3](#)). Also, all decisions to form committees within the accounting program reflected equal membership of male and female

sections (Annex: [2-1-5-3](#)).

Moreover, there is equality in effective participation, coordination and integration between the two sections with regard to laboratories - learning resources - faculty members - learning outcomes - training which is discussed and approved in related council as attached (Annex: [2-1-5-4](#)). Furthermore, these mechanisms for communication between the two sections of the students are implemented and appeared clearly through the reports of the meeting and the formation of committees etc.. (Annexes: [2-1-5-4-1](#) ; [2-1-5-4-2](#) : [2-1-5-4-3](#) ; [2-1-5-5-1](#) ; [2-1-5-5-2](#)). Also the program specifications is unified, up-to-date and approved for the two sections (Annexes: [2-1-5-6](#) ; [2-1-5-6-1](#)). Further, the program annual report prepared to reflected the two sections (Annexes: [2-1-5-7-1](#) ; [2-1-5-7-2](#)). Additionally, course reports indicates the participation of the two sections. That with a comparative statistical analysis that identifies strengths and opportunities for improvement, plans to implement the opportunities contained therein, and an achievement report for implementation plans (Annex: [2-1-5-7-3](#)).

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

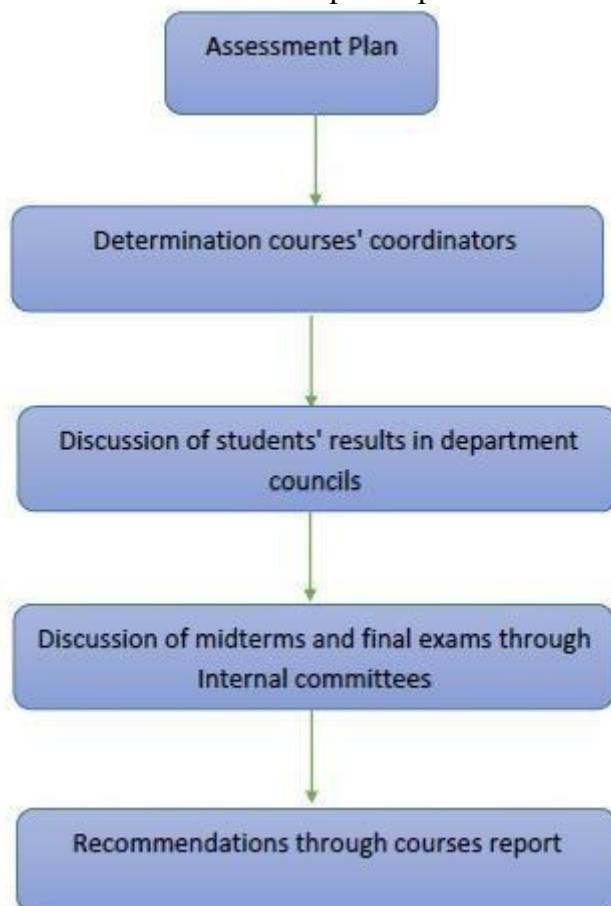
The program applies the regulations governing the educational and research partnerships to ensure the quality of all aspects of the program, including courses, educational materials, teaching, student achievement standards and services provided. In this context, the accounting program initiated some of Educational Partnership Policies in Accounting Program to define principles and processes that apply to developing, accrediting, monitoring, and reviewing educational partnerships with external organizations. Furthermore, to help develop meaningful and productive engagements with external partner(s), without limiting innovation or developing research relations. Therefore, the framework ensures that the program provides a high-quality educational experience to all students with the increasing scope of partnership activity that the program and university engages with both within the locally and internationally (Annex: [2-1-6-1](#)).

In this context, the accounting program work to establish the necessary research partnerships in accordance with the institutional controls of Jouf University for Educational and Research Partnership (Annexes: [2-1-6-1-1](#) ; [2-1-6-1-2](#)). Further, through agreements, memorandums of understanding and partnerships that clarify the responsibilities of the college and participating institutions. Which provide for provisions that guarantee the quality of all aspects of the program, including courses, educational materials, teaching, student achievement standards and services provided (Annexes: [2-1-6-1-3](#) ; [2-1-6-1-4](#) ; [2-1-6-1-5](#) ; [2-1-6-1-6](#)). Reporting on the application of institutional controls for educational and research partnership (Annex: [2-1-6-3](#)).

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.

- The program has consultant council which take held twice every year for consultation and discussion of new trends and needs.
- 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.
- 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 reviewers,	Surveys, interviews, visits, independent reviewers	End of Semester
learning resources	Students, graduates, faculty Staff.	Surveys	End of Semester
Evaluation of student experience	Students	Surveys	At the end of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
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.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	80%	The percentage of performance indicators for the program's operational plan.	The end of the school year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3-4	Average overall estimate for final year students of the quality of learning experiences in the program	end of term
3	KPI-P-03	Students' evaluation of the quality of the courses.	3-4	Average student overall grade of course quality	end of term
4	KPI-P-04	Completion rate	40%	The minimum percentage of undergraduate students who completed the program.	The end of the program completion period
5	KPI-P-05	First-year students retention rate	50%	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
6	KPI-P-06	Students' performance in the professional and/or national examinations	N-A	The percentage of students or graduates who have successfully passed professional, national, or average intermediate exams.	The end of the program completion period
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	50%	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
8	KPI-P-08	Average number of students in the class	30	Average number of students in a class (in each meeting / teaching activity, lecture, small group, panel discussions)	Beginning of each semester
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	2-3	Average overall estimate by employers of program graduate competence on a five-level scale in an annual survey	every year
10	KPI-P-10	Students' satisfaction with the offered services	2-3	Average estimate of student satisfaction with the various services provided by the program	end of term
11	KPI-P-11	Ratio of students to teaching staff	30:1	Total number of students to the total number of full-time faculty	end of term
12	KPI-P-12	Percentage of teaching staff distribution	50%	Percentage distribution of teaching staff in terms of: (gender, grade, branch or division)	end of term

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
13	KPI-P-13	Proportion of teaching staff leaving the program	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 the academic year
14	KPI-P-14	Percentage of publications of faculty members	50%	Academic publishing for full-time faculty	The end of the academic year
15	KPI-P-15	Rate of published research per faculty member.	2:1	The total number of refereed or published research to the total number of faculty members during the year	The end of the academic year
16	KPI-P-16	Citations rate in refereed journals per faculty member.	80%	The total number of citations in peer-reviewed journals from the published scientific research of faculty members to the total number of published research	The end of the academic year
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	3-4	Beneficiaries' satisfaction with learning resources	end of term
Additional KPIs					
1	KPI-P-18	The number of training courses that the program's faculty members receive annually that included: Number of specialized training courses Number of training courses for scientific research. Number of training courses in quality assurance.	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
2	KPI-P-19	Percentage of deprived students (Male and Female):	5%	the number of student (Male) are 2951 over the number of deprived students are 68. Moreover, the number of student (Female) are 6253 over the number of deprived students are 33.	The end of each second semester
3	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
4	KPI-P-21	Number of subsidized research projects that the program completed annually	15	Number of financially supported research projects of faculty members completed by the program during the year	The end of each academic year
5	KPI-P-22	The number of community partnerships provided to the community	2	Number of community partnerships implemented from the program to the targeted partnerships.	The end of each academic year
6	KPI-P-23	Average number of faculty members who hold a doctoral degree	100%	Number of Faculty who hold PhD divided by all faculty	The end of each academic year
7	KPI-P-24	The percentage of faculty 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
8	KPI-P-25	Student satisfaction rate with student and academic	4.5	Average estimate of student satisfaction with the academic	The end of each academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		counseling		counseling	

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Program Council
Reference No.	7
Date	17-07-1442