



BIOLOGY PROGRAM

Policy for the development and creation of academic programs and the matrix for the distribution of authorities

سياسة تطوير واستحداث البرامج الأكاديمية ومصفوفة توزيع
الصلاحيات

Policy for developing and creating academic programs and RASCI

First - the policy of developing and creating academic programs

Introduction:

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

Politics:

Jouf University is committed to providing academic programs that suit the nature of professional disciplines, the requirements of society and the needs of the labor market and keep pace with scientific developments. Based policy Development / Create programs academy On methodology Clear to develop And modification in existing programs or approval of new programs Included Get graduates On Skills Necessary For success, Via Structured procedures And staging Leading the process Development. Also make sure University from that The proposals Own Program development New Or returned Developed Correspond With the plan University strategy. In a holistic framework, it is developed or created Programs According to a matrix that defines the distribution of powers

and responsibilities; In a way that guarantees the participation of all concerned parties and defines their role in the development and development processes, whether as an official, decision-maker, advisor, supporter, or whoever is informed of knowledge and implementation.

The university supports the governance of the stages of the development or creation processes for academic programs through: six general stages are; suggestion, the work extended to study the proposal, calendar formative program, planning support the program, regular approval, and finally the implementation of the developed or updated program. the university is obligated upon each development of its programs to consult with beneficiaries internally and stakeholders externally to take their visions about software development alignment with souq work, look general on programs. development or creation processes begin in either light review of the study plan from inside or outside the university, new developments in the specialty, labor market need, national development needs, requirements accreditation academic.

Policy implementation procedures:

Usually, the procedures followed to implement the policy do not differ according to the type of amendment or development, which can be classified into:

- **Changes Chief (essential):** Mean Return Development Which lead to to me One or More Than Follows: A change Noun the program, A change substantial at Outputs Learn the program (Habit 30% or More), Or add or delete Track President of the

program or addition or delete Established Basic studies (senior), And bring about A change at Degree Scientific Implies On field a study new or Qualified in Profession Different, or Return Guidance or put a program To prepare Students For a career or Function Different, or Which A change at Length Duration of the program (number of semesters or number of credit hours), Or inclusion or delete Point Exit within a program Longer as a grant Degree Like a diploma at Framework a program Degree BSC.

- **Minor changes:** It includes modifying content, references, teaching strategies and methods, evaluation methods, adding or deleting a non-core course.

The procedures necessary to implement the policy of developing and creating academic programs can be referred to as follows:

First: At the level of the plans committee in the scientific department:

1. Determine the necessary steps to create / develop a university plan, in order to ensure its distinction when building or amending this plan.
2. Knowing the needs of the labor market and the opinions of faculty members and alumni.
3. Determine the specifications of the graduate.
4. Defining learning outcomes.
5. Define the vision and mission of the plan.

6. Determine the objectives and outcomes of the program.
7. Determine the courses that achieve the learning outcomes and the required graduate specifications.
8. Creating a matrix of courses with the learning outcomes of the program (Program Matrix).
9. Submit the plan to the department council.

Second: At the department council level:

1. Recommending approval of study plans.
2. Follow up the work of the department's plans committee.
3. Submitting to the College Board for approval of the plans.

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

1. A study needs Development, And market the work for the specialties New, And lift Suggestions About it.
2. Providing scientific advice and thoughtful proposals to the college council regarding the development of plans and programs in the college.
3. Evaluating the study plans and programs submitted by the departments, and submitting the committee minutes to the Dean of the College for approval.

Fourth: At the college council level:

The College Council discusses and approves the study plans, confirms this approval within the College Board, and submits it to the Vice Dean, supported by all the required documents. (The required documents are detailed in the administrative procedures section to approve the study plans and programs).

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

1. Study the study plans and programs, and indicate their compatibility with the standards and regulations in force at the university.
2. Laying down the foundations and mechanisms in preparing the technical form for the study plans and programs of levels and coding in accordance with the standards followed at the university.
3. Ensure the documents and forms attached to the study plan or program.
4. Ensure that the mechanism for preparing plans and the program has been implemented according to the followed administrative hierarchy, and has been approved and assigned according to the mechanisms emanating from the management of study plans and programs.
5. Creating models and developing mechanisms for technical evaluation of study plans and programs.
6. Work to unify the general appearance of study plans and programs without prejudice to the standards of the National Commission for Academic Accreditation and Assessment.

7. The assistance of specialized editors in both Arabic and English, and in the technical production, to review the study plans and programs linguistically and technically.
8. Create an information base for completed (approved) study plans and programs at the university.
9. Study what is referred to the Study Plans and Programs Unit by the Standing Committee for Study Plans and Programs.

Sixth: At the level of the Standing Committee for Curricula, Plans and Established Books:

1. Review the study plans and programs received from the colleges and departments, ensure that they meet the conditions in force at the university, and take appropriate recommendations regarding them.
2. Supervising and following up the processes of building study plans and programs at the university and approving them.
3. Settling disputes that may arise between the study plans and programs committees in departments and colleges, or any other issues related to study plans and programs at the university.
4. Approving the general principles and models for building study plans and programs at the university and approving them.
5. Adopting the appropriate foundations and mechanisms to ensure the implementation of the study plans and programs at the university.
6. Approving the agency responsible for implementing the programs in the event that more than one college participates in the implementation of the program.
7. Determine the elective courses for the university based on the recommendations of the colleges.

8. Any other tasks assigned to it by His Excellency the President of the University and related to the nature of its work.

Seventh: At the university council level:

The University Council finally approves the study plan or program.

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

Complete the necessary procedures to order.

Metadata form

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| Policy Title: | Development and introduction of academic programs |
| Policy Code: | And c |
| Policy Creator: | University Agency for Educational Affairs |
| Policy reference body: | University Agency for Educational Affairs |
| Stakeholders to implement the policy: | Academic programs - Faculties -Unit of academic plans and courses - Admission |
| Policy version number: | V1 |
| Next proposed date for policy review: | 05/30/2022 |
| Those involved in politics: | Colleges, students, faculty, employers, alumni |
| Key words: | Jouf University - Programs - Design - Plans - Modification - Academy - Curricula |



Second - the authority distribution matrix RASCI to develop an existing academic program

R = **Responsible** Administrator A = **Accountable** Decision maker S = **Support** Supporter
C = **Consulted** Who is being consulted I = **Informed** Who is being informed

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|--|--|--------------------------|------------------------|-------------------------------|----------------------------|--------------|--------------------|-------------|-----------------|-----------------|------------------|---|----------------------------|--|---|-----------|--------------------|
| | Faculty member | coordinator or Scheduled | Program coordinator or | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | colleg e Council | The Commission Standing for the curriculum and Plans and prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 1. Freezing or canceling the academic program | | | | | | | | | | | | | | | | | |
| 1-1-Freeze the program | | | | R | C/S | | | | | A | A | C/S | I | I | I | I | A |
| 1-2-Cancel the program | | | | R | C/S | | | | | A | A | C/S | I | I | I | I | A |
| 2. Academic program development | | | | | | | | | | | | | | | | | |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator or Scheduled | Program coordinator or | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans and prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 2-1- Vision, mission, goals and values of the program | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |
| 2-2- The properties Graduates | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |
| 2-3- Program admission requirements | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator or Scheduled | Program coordinator or | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans and prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 2-4- Number of credit hours | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |
| 2-5- Learning outcomes of the program | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |
| 2-6- Adding / Deleting a Course (Course Requirements) | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| 2-7- Learning resources | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | A |
| 2-8- Performance indicators | | | | R | C/S | C | C | | C | A | A | C/A | I | C | I | I | A |
| 2-9- Teaching strategies | | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | I | I | A |
| 2-10- Evaluation methods and mechanisms | | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | I | I | A |
| 3. Course development / research project / field experience | | | | | | | | | | | | | | | | | |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|---|--|----------------------------------|----------------------------|---|--------------------------------------|------------------|---------------------------|-----------------|------------------------|--------------------|------------------------|---|---------------------------------------|--|--|---------------|---------------------------|
| | Faculty member | coordinat or Schedule d | Program coordinat or | Plans Committe e at Departme nt | Plans Committ ee In college | Qualit y unit | Advisory Committ ee | Arbitrato rs | Extern al review | Section Council | colleg e Council | The Commissi on Standing for the curriculu m and Plans and prescribe d books | Admissio n and Registrati on | Deanship of Quality and Academic Accreditati on | University Agency for Education al Affairs | Faculti es | Universi ty Council |
| 3-1- The main objective of the course | R | | R/C | C/S | C | C | | C | A | A | C/ A | I | C | | I | A | R |
| 3-2- Study mode for the course | R | | R/C | C/S | C | C | | C | A | A | C/ A | I | C | | I | A | R |
| 3-3- The level at which the course is taught | R | | R/C | C/S | C | C | | C | A | A | C/ A | I | C | | I | A | R |
| 3-4- Pre- requisite | R | | R/C | C/S | C | C | | C | A | A | C/ A | I | C | | I | A | R |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator or Scheduled | Program coordinator or | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans and prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| for the course | | | | | | | | | | | | | | | | | |
| 3-5- Outputs Learning For the decision | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-6- Strategies Teaching | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-7- Calendar mechanisms | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-8- Course topics | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

| Components Program development academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|--|--|-------------------------------|---------------------|-------------------------------|----------------------------|--------------|--------------------|-------------|-----------------|-----------------|-----------------|---|----------------------------|--|---|-----------|--------------------|
| | Faculty member | coordinator or Schedule | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans and prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 3-9- Books Assessed And references | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

Third - the authority distribution matrix RASCI to create a new academic program / a radical change in an academic program

R = **Responsible** Administrator A = **Accountable** Decision maker S = **Support** Supporter C = **Consulted** Who is being consulted
I = **Informed** Who is being informed

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|---|--|--------------------------|---------------------|-------------------------------|----------------------------|--------------|--------------------|-------------|-----------------|-----------------|-----------------|---|----------------------------|--|---|-----------|--------------------|
| | Faculty member | Coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 1. Request to create a new academic program / a radical change in an existing academic program | | | | | | | | | | | | | | | | | |
| 1-1- Request to create a new program | | | | R | C/S | | | | | A | A | C/A | I | | I | I | A |
| 1-2- A radical change | | | | R | C/S | | | | | A | A | C/A | I | | I | I | A |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|--|--|--------------------------|---------------------|-------------------------------|----------------------------|--------------|--------------------|-------------|-----------------|-----------------|-----------------|---|----------------------------|--|---|-----------|--------------------|
| | Faculty member | coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| request for an existing program | | | | | | | | | | | | | | | | | |
| 2. Building requirements for the creation of a new academic program or a radical change in an existing academic program | | | | | | | | | | | | | | | | | |
| 2-1- Mission and objectives of | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| the program | | | | | | | | | | | | | | | | | |
| 2-2- The properties Graduates | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | | |
| 2-3- Program admissi | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | Coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| on requirements | | | | | | | | | | | | | | | | | |
| 2-4- Number of credit hours | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | | |
| 2-5- Number Decisions the program | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| 2-6- Distributing the hours of the study plan to the courses | I | I | I | R | C/S | | C | | C | A | A | C/A | I | C | I | | |
| 2-7- Learning outcome | I | I | I | R | C/S | | C | | C | A | A | C/A | I | C | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| es of the program | | | | | | | | | | | | | | | | | |
| 2-8- Learning outcomes for the courses | I | I | I | R | C/S | | C | | C | A | A | C/A | I | C | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 2-9- Teaching strategies | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 2-10- Evaluation methods and mechanisms | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
|--|--|-----------------------------|------------------------|-------------------------------------|----------------------------------|-----------------|---------------------------|-------------|--------------------|--------------------|--------------------|--|----------------------------------|--|---|-----------|-----------------------|
| | Faculty member | coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisor y Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| 2-11- Learning resources | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | |
| 2-12- Performance indicators | | | | R | C/S | C | C | | C | A | A | C/A | I | C | I | I | |
| 2-13- Mechanisms the | | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | I | I | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| support And extension The students | | | | | | | | | | | | | | | | | |
| 2-14- Mechanisms Grievance | | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | I | I | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| | Faculty member | coordinator Scheduled at | Program coordinator | Plans Committee at Department | Plans Committee In college | Quality unit | Advisory Committee | Arbitrators | External review | Section Council | college Council | The Commission Standing for the curriculum and Plans And prescribed books | Admission and Registration | Deanship of Quality and Academic Accreditation | University Agency for Educational Affairs | Faculties | University Council |
| Academic | | | | | | | | | | | | | | | | | |
| 2-15- Program evaluation and development mechanisms | | | | R | C/S | | C | | C | A | A | C/A | I | C | I | I | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| 2-16- Program arbitration | | | | R | C/S | C | C | | C | A | A | C/A | I | C | I | I | |
| 3. Course development / research project / field experience | | | | | | | | | | | | | | | | | |
| 3-1- The main objective of | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | | |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| each course | | | | | | | | | | | | | | | | | |
| 3-2- The pattern of study in the courses | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-3- The level at which the | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| courses are taught | | | | | | | | | | | | | | | | | |
| 3-4- Pre-requisite for courses | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-5- Outputs Learning For courses | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| 3-6- Strategies Teaching | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-7- Calendar mechanisms | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |
| 3-8- Course topics | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

| Elements of radicalization / change at a program New / current academic | Authoritative official bodies and councils | | | | | | | | | | | | | | | | |
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| 3-9- Books Assessed And references | R | | R/C | C/S | C | C | | C | A | A | C/A | I | C | | I | A | R |

University Vice President for Educational Affairs

Dr. Bander Bin Muzal Al-Shammari