



جامعة الجوف
Jouf University

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Jouf University

Handbook For Academic Plans and Programs

2016/2017

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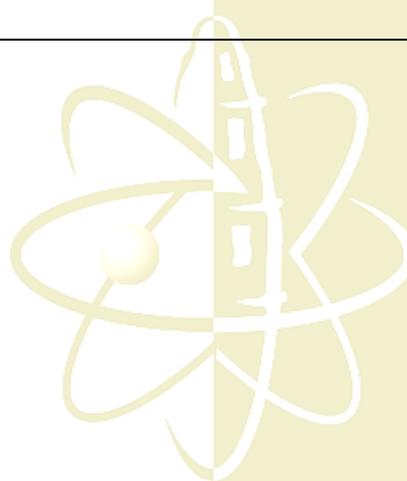
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Vice-Rectorate Message

In today's rapidly changing world where there is a dramatic change in all aspects of life, whether economic, cultural, or even social, the educational institutions, especially those involved in the higher education, have to keep pace with this by equipping their graduates to adjust to the new reality.

The Saudi ambitious vision 2030 has asserted that education is the corner stone of building a knowledgeable economy, and that it is one of the foundations of the National Transformation Program in the field of economy. In this matter, Jouf University has made it clear that in light of 2030 vision, the academic programs and plans should be reconsidered to achieve well-equipped educational outcomes which can compete with the others of the local and international institutions.

Therefore, the Vice Rectorate for Academic Affairs at Jouf University, represented by the standing committee of academic plans and programs, has revised and evaluated the current plans to ensure their quality and to rebuild them so to conform to the needs of both the Academic accreditation and the Education Evaluation Commission.

The academic plans carried out by the Rectorate has never been unusual for the academic field as most of the higher institutions today are working to improve their academic plans and programs so to meet the needs of the labor market. In fact, what makes it significant is that the Rectorate has already set out a firm handbook that has the identity of the University. The handbook carries within it all the University's evaluational and developmental processes. Despite it being similar in some way or another to those of some local and regional institutions, the handbook differs in that it is established according to a scientific basis that could make it relatively applicable.

Our Handbook is distinctive as our Frame of Reference upon which the academic plans and programs are set is also distinctive. This Frame of Reference includes the factors that are effective in leading the educational outcomes in the right direction. We had come up with the final standards after analyzing the political, economic and educational systems of Saudi Arabia. Not only this but we also had taken into account the Saudi 2030 Vision and its developmental plans in terms of education system along with the University's own vision.

The Handbook has been revised and approved by a group of specialists in this field. Accordingly, It will be available in all of the University's departments and there will be a number of workshops where we can provide technical support to those in need to ensure that the academic process is heading in the right direction.

One of the main objectives of this handbook is to rebuild the academic plans and programs so to conform to the NQF issued by The Education Evaluation Commission. It contains a definition of some vague expressions, a long with a detailed explanation on how to set out academic plans and programs and some concepts such as education outputs, graduate attributes, the program and the module objectives...etc. Finally, all of the forms that we need the University staff to fill out and hand over to the responsible parties can be found in the Handbook.

Vice Rectorate for Educational Affairs

Dr. Eid Yahya Alhaysuni

Frame of Reference

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What is Frame of Reference?

It is a complex set of all the Saudi policies, values, beliefs, plans and strategies to be implemented in a number of fields that can influence and be influenced by the Education system. That is, our frame of reference integrates the Saudi education policy, Jouf University strategic plan and the ambitious policies of some of the pioneering global institutions. Accordingly, the standards upon which the handbook for academic plans and programs is set out are established. To measure the progress and performance of those in charge of preparing the plans and programs, performance indicators are hence applied.

The frame of reference forms a solid base for the institutions as it can be easily applied and therefore it can result in a number of experiences which could improve the education system.

Significance of the Frame of Reference:

The Fame of Reference is essential to create such a handbook which relies upon solid indicator standards that determine the way the academic plans and programs are carried out. This can ensure an elaborate long-term evaluation process as well as encourage good performance through both reward and punishment. This does not necessarily mean that we strictly adhere to the handbook, but rather we encourage creativity over adherence to formal rules.

This Fame of Reference is significant in that it is beneficial to the individuals involved in the process, as to be part of a huge institutional network throughout the country that starts at the Ministry of Education. It is in turn establishes the administrative organizational structure that creates the mechanism of setting the academic plans and programs. The Ministry of Education also maps out the general features of the plans and programs in Jouf University that could help the faculties and departments to lay their own ones in view of the Ministry's standards.

Due to the fact that the academic work is quite firm and accurate, academic plans and programs, which are the fuel for the human capital on which the Saudi 2030 vision is fully dependent, should be built upon the religious, cultural, and social beliefs of Saudi Arabia. Not only this but also they should reflect the philosophy of the Saudi Ministry of Education beside the strategic plan of Jouf University. It should also take into account the experiences of some pioneering global institutions which had made giant leaps in the field of knowledge economy.

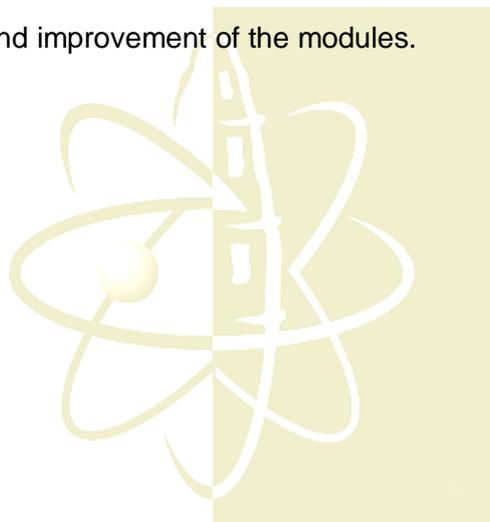
Being a growing university, Jouf University develops an ambitious plan to improve its own learning outcomes so the graduates can win the competition in the labor market. It also aims at developing globally competitive academic plans and programs. for this reason, it is committed to this handbook in a way that could fully integrate with the Saudi policies and strategies.

Because most of the individuals who are involved in the development process are not educationalists, this handbook is aimed to work as a reference that they could consult when needed. So, we are proud to say that this handbook is the first one in the country and the region to be issued with such characteristics.

Objectives of the Frame of Reference:

By establishing this Frame of Reference, the University aims to:

1. Set out a handbook for academic plans and programs in view of evaluative standards.
2. Assist the academic staff in understanding the philosophical aspects on which the plans and programs are built.
3. Provide comprehensible standards in view of which the programs and plans can be devised.
4. Provide some explanation to all of the handbook instructions and the forms therein.
5. Reduce the amount of time allocated for revision and amendment.
6. Introduce some measured standards for the preparation of the academic plans and programs.
7. Introduce some measured standards for the preparation and improvement of the modules. These standards can be:
 - Module objectives standards.
 - Learning outcomes standards.
 - Content standards.
 - Teaching methods standards.
 - Educational aids and technologies standards
 - Learning environment standards.
 - Evaluation standards.
 - The construction of achievement tests standards.



Foundations of the Frame of Reference:

The foundations can represent the Saudi culture and identity. In fact, they can explain the education objectives and programs, and they can mirror the country's political and economic attitudes. For this reason, they are critical to the establishment of the all the plans, programs and modules.

1. Education in Saudi Arabia is a religious obligation and a national duty. It the responsibility of the country according to a number of royal decrees issued for this matter.
2. Islam is the source of legislation. Accordingly, it is the basis of education criteria .
3. Arabic Language is the mother tongue. It is the official language in the education sector.
4. The history of Saudi Arabia and its position in the Islamic world as the home of the two holy mosques and the Qibla of all Muslims around the world.
5. Citizenship, national affiliation and homeland protection.
6. Full support of the country's attitudes and the developmental policies.
7. Building a good human character by improving citizens skills and performance, and supporting them physically, psychologically and mentally.
8. Highlighting the importance of work and link it to strength and ability to create the future by stressing that competence is the basis of competition.

9. Keeping up with the world's scientific progress and benefit from the experiences of the academic institutions.
10. Encouraging social collaboration by harmonizing the education outcomes with the labor market needs.
11. Emphasizing the importance of the student-centred teaching.
12. Adopting technology-enhanced learning.
13. Focusing on the Comprehensive Continuous Evaluation concept and its significance in all aspects of learning process.
14. Merging knowledge with skills in the learning process.
15. Transitioning from knowledge acquisition to application.

Components of the Frame of Reference:

1. Standards of setting out and improving the programs and teaching plans.

Standards	Indicators of achievement
1. To adhere to the Education policy in Saudi Arabia.	<ul style="list-style-type: none"> • Both the program and the teaching plan reflect the Islamic values. • They apparently support the governance rules in Saudi Arabia.
2. The program objectives integrate with those of the Ministry of Education and the university along with its strategic plan and the needs of the local culture.	<ul style="list-style-type: none"> • The objectives and the teaching plan are based upon those of the Education Ministry with regard to the higher education. • They reflect the strategic plan of Jouf University. • They emphasize all of the components of the strategic plan.
3. The program objectives integrate with the needs of the labor market.	<ul style="list-style-type: none"> • The objectives and the teaching plan reflect the needs of labor market. • They combine together the knowledge and skills aspects. • They are aimed to address the problems of the current labor market.
4. They stand on a strategic vision that stresses scientific excellency, credibility and achievement .	<ul style="list-style-type: none"> • A specified vision reflected by the objectives is set. • This vision is clear and applicable. • It demonstrates the program quality and excellence. • It is based on the University's vision and the challenges and opportunities of the reality.
5. The programs can integrate with the other programs run in the university (in terms of the vision, inclusiveness and depth).	<ul style="list-style-type: none"> • The program objectives can fit in with the ones of the other programs. • They are balanced with the other programs.

2. Standards of preparing and improving modules.

2.1. Standards of setting objectives:

Standards	Achievement Indicators
<p>1. The module objectives are consistent with the program and teaching plan .</p> <p>2. Enhancing learning through technology</p>	<ul style="list-style-type: none"> • The objectives are based on the program objectives. • They include some of the knowledge and skills to be intended to meet students needs • They cover all the knowledge and performance skills that are intended to meet students needs. • The objective aims to connect the theoretical aspect to technology. • It aims to merge theory with practice. • It aims to emphasize the role of technology in incorporating knowledge, industry and labor market.
<p>3. highlighting the importance of learning in the life of learners.</p>	<ul style="list-style-type: none"> • The objective highlights the role of learning in behavior modification. • It pinpoints the practical aspects of learning. • It is involved in the improvement of local environment
<p>4. connecting the objectives to the national projects and strategies.</p>	<ul style="list-style-type: none"> • The objective is linked to the country's strategic plans and projects by directing the teaching plan to serve them. • The module objectives show how to benefit from the country's strategic plans and projects. • The objective illustrates how the learning outputs can serve the national projects.
<p>5. Introducing the attributes of learning in the academic specialization</p> <p>6. Developing all aspects of learning</p>	<ul style="list-style-type: none"> • It establishes the construction of knowledge. • It stresses the importance of accumulated experience. • It sheds light on the scientific rationale. • It represents the standards of Generalization Theory. • It explains the parameters of scientific evidence. • It develops the intellectual aspects. • It develops the knowledge aspects. • It develops the skills aspects. • It develops the psychological aspects. • It develops the social aspects.
<p>7. Merging theory with practice</p>	<ul style="list-style-type: none"> • It balances between the theoretical aspects and the practical ones. • It connects the acquired knowledge to reality. • It offers concrete solutions to real-life problems.

2.2. Standards of establishing learning outputs.

Standards	Achievement Indicators
<p>1.They are consistent with the module objectives and the features of the gained knowledge.</p>	<ul style="list-style-type: none"> • The learning outputs are established in light of the main objectives. • They include all of the learning theories. • They include some related knowledge and facts. • They include some related terms and concepts
<p>2. They represent the characteristics of the gained knowledge through the module.</p>	<ul style="list-style-type: none"> • The learning outputs emphasize the characteristics of the gained knowledge with respect to the relative weight of the module in the teaching plan. • They explain the differences between the terms and concepts. • They identify the differences and similarities between this type of knowledge and the other ones.
<p>3. They clarify the applicability of the gained knowledge through the module.</p>	<ul style="list-style-type: none"> • They introduce mechanisms of the application of abstract facts in reality. • They show the differences between abstract concepts and theoretical ones in the content. • emphasizing the parameters of the application of the knowledge in reality. • They provide some creative solutions that could deal with and clarify abstract concepts.
<p>4. They merge the attributes of the gained knowledge with the technological ones.</p>	<ul style="list-style-type: none"> • They are focused on merging the gained knowledge with industry. • They highlight the integration of the knowledge and technology. • They are focused on connecting the gained knowledge and technology to the economy of knowledge.
<p>5. They are focused on scientific experimentation.</p>	<ul style="list-style-type: none"> • They classify knowledge into theoretical and experimental. • They show the steps of conducting the experimental method. • They emphasize the principles of the scientific method.
<p>6. They show the relationship between the scientific knowledge in the module and other ones.</p>	<ul style="list-style-type: none"> • They differentiate between the types of scientific knowledge in the same module. • They identify the differences and similarities between the types of knowledge in the module and others. • They clarify the points of overlap between the facts mentioned in the module.
<p>7. They explain the scientific phenomena.</p>	<ul style="list-style-type: none"> • They define the scientific phenomenon. • They identify the characteristics of the scientific phenomenon. • They predict the scientific phenomenon.

Standards	Achievement Indicators
8. They analyse the history of the type of science related to the module and track its development throughout history.	<ul style="list-style-type: none"> • They show the characteristics of this science. • They show the chronological development of the science. • They explain the factors led to the its development. • They reveal the relationship between this science and the technological, industrial and economic progress.

2.3. Standards of building the academic content

Standards	Achievement Indicators
1. The content is integrated with the program objectives and the learning outputs.	<ul style="list-style-type: none"> • It is built in view of the objectives. • It is built in view of the learning objectives meant to be achieved by the end of the learning process. • It covers the module objectives and the learning outputs equally.
2. It stresses the main concepts in the module in a way that could help the other modules.	<ul style="list-style-type: none"> • It ensures that the concepts are integral to what is mentioned in the other modules. • It takes into account the knowledge construction and starts where others stopped. • It identifies the differences and similarities between the concepts in different modules.
3. It is focused on novelties in the specialization of the module.	<ul style="list-style-type: none"> • It introduces the latest subjects in this field. • It explains and clarifies the new knowledge and facts mentioned in the module compared to the previous ones. • It enlists at the end of each chapter the latest references in the field.
4. It familiarizes the student with the new knowledge.	<ul style="list-style-type: none"> • It uses modelling and imitation to simplify the new knowledge. • It gives examples and explanations. • It gives exercises and activities about the new knowledge.

Standards	Achievement Indicators
5. It incorporates the creative learning in the content.	<ul style="list-style-type: none"> • It presents the content in an analyzing way. • It introduces the new concepts through mind maps. • It contains some activities and exercises which can improve fluency of expression. • It contains some activities and exercise which can improve resilience. • It contains some activities and exercise which can preserve authenticity. • It contains some activities and exercise which can help the student to be sensible to the problems. • It contains some activities and exercise which can grow curiosity.
6. It emphasizes a meaningful learning while presenting and organizing the content. 7. It considers the mindset of students and meets their mental and psychological needs.	<ul style="list-style-type: none"> • It connects learning to the student life and the surrounding environment. • It stresses the role of mental skills in the learning process. • It stresses on the practical dimension of the knowledge aspect. • The content is set logically and psychologically that takes into account the students way of thinking. • the content knowledge is organized sequentially and integrally. • The content layout considers the balance factor. • The content layout considers the inclusiveness factor. • The content layout considers the progression factor.
8. It connects scientific concepts to the surrounding environment.	<ul style="list-style-type: none"> • It considers connecting scientific concepts to the surrounding environment. • It presents vital examples out of the surrounding environment. • It explains some of the surrounding phenomena. • It provides solutions to the current problems.
9. It is presented in the form of learning situations.	<ul style="list-style-type: none"> • The content is presented through real and virtual situations • It is focused on addressing the problems through various situations. • It considers logic in the learning situation.
10. It emphasizes the skills of research questions.	<ul style="list-style-type: none"> • It presents a number of questions and exercises that direct the student to the library. • It puts forth challenges that urge students to use the scientific research. • It presents some exercises and activities that help students to grow their exploration skills.

2.4. Standards of selecting and employing teaching methods

Standards	Achievement Indicators
1. Applying teaching approaches that match the module's objectives and learning outputs.	<ul style="list-style-type: none"> • The instructor chooses the teaching methods and approaches in light of the learning objectives and outputs. • He/she adopts the teaching methods that can match the content. • He/she adopts the teaching methods according to the types of learners.
2. Encouraging cooperation between students and the instructor.	<ul style="list-style-type: none"> • The instructor uses various teaching methods. • He/she takes into account the type of the learner while setting the teaching methods.
3. Focusing on the student-centred strategies.	<ul style="list-style-type: none"> • The instructor runs brainstorming sessions. • He/she encourage innovative solutions for the problems. • He/she adopts Reciprocal Teaching. • He/she adopts Team Teaching. • He/she encourage discussion during the lecture. • He/she asks questions. • He/she adopts the project approach.
4. Implementing alternative teaching approaches to meet the individual variations.	<ul style="list-style-type: none"> • The instructor uses various teaching approaches to meet the individual variations. • He/she takes into account the different types of learners (auditory, visual, audio-visual)
5. Using alternative learning activities to meet the individual variations.	<ul style="list-style-type: none"> • The instructor ensure that the activities are carried out with regard to the objectives. • The activities reflect learning outputs. • He/she uses different learning activities considering the individual variations.
6. Implementing different activities which can enrich the student's knowledge.	<ul style="list-style-type: none"> • The instructor classifies the knowledge activities according to the learner level. • He/ she assigns students to do some individual activities which can enrich their knowledge. • He/she identifies the individual activities for each student after giving feedback.
7. Merging the skills of cooperative learning with the individual learning.	<ul style="list-style-type: none"> • The instructor adopts various teaching methods for cooperative and individual learning. • The instructor adopts various teaching methods according to the learning objectives and outputs. • The instructor adopts various teaching methods according to the learner type and assessment results.

Standards	Achievement Indicators
8. Running panel discussions.	<ul style="list-style-type: none"> • The instructor determines the skills to be discussed. • He/she divides the students into groups with regard to groups equality. • He/ she ensures that students take turns in discussion. • He/she identifies the goals to be achieved after each discussion.
9. Adopting strategies that could spot and adjust wrong perceptions.	<ul style="list-style-type: none"> • The instructor corrects the students wrong perceptions about the intended learning outputs. • He/she classifies the wrong perceptions according to their causes. • He/she determines the right teaching methods.
10. Adopting the learning activities which can meet the students needs inside the classroom.	<ul style="list-style-type: none"> • The instructor determines the learning outputs and the way they can be achieved. • He/she identifies the differences between students. • He/she designs the right learning activities.

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2.5. Standards of selecting and employing teaching aids

Standards	Achievement Indicators
1. Using teaching aids in view of the learning objectives and outputs.	<ul style="list-style-type: none"> • The instructor uses teaching aids in view of the learning objectives and outputs. • He/she consider the right teaching aids. • He/she chooses the right time and situation for the teaching aids
2. Adopting the latest affordable technology.	<ul style="list-style-type: none"> • The instructor adopts the latest potential technology. • He/she chooses the teaching aid that saves time and money. • He/she creates affordable teaching aids out of the surrounding environment.
3. Focusing on student-centred technologies.	<ul style="list-style-type: none"> • The instructor uses technologies that encourage student to participate. • He/she requests students to design their own teaching aids.
4. Employing different technologies for knowledge acquisition.	<ul style="list-style-type: none"> • The instructor employs the technologies that promote curiosity. • The instructor employs the technologies that promote exploration skills.

Standards	Achievement Indicators
5. Using various learning technologies to meet the individual variations.	<ul style="list-style-type: none"> • The instructor uses various learning aids and technologies which match the different types of learners. • The instructor uses various learning aids and technologies which match the different learning outputs.

2.6. Standards of learning environment

Standards	Achievement Indicators
1. A natural learning environment	<ul style="list-style-type: none"> • The learning environment is adjusted to meet the needs of the learning process. • It is closer to the natural environment. • It is credible.
2. The social and psychological aspects of the learning environment are considered.	<ul style="list-style-type: none"> • It is motivating, and has appropriate facilities. • It creates an atmosphere of familiarity and respect.
3. The moral values are employed in the learning environment.	<ul style="list-style-type: none"> • It teaches the students how to have ethical dialogues. • It teaches students how to respect others and be open to criticism. • It teaches them to be critical of ideas not people.
4. A positive and supportive learning environment.	<ul style="list-style-type: none"> • The learning environment uses different forms of support. • It is technologically enhanced . • It adopts both the physical and psychological promotion.
5. The learning environment is focused on achieving the learning objections.	<ul style="list-style-type: none"> • The environment encourages positive interaction. • It runs some fruitful activities and events; such as role-plays, seminars, and discussions.
6. It is enhanced with proper sources of learning	<ul style="list-style-type: none"> • It is enhanced with good education materials that could encourage a positive interaction. • It displays some educational materials that help achieving the objectives. • It varies learning opportunities which contribute to the creative thinking.
7. The learning environment is totally safe.	<ul style="list-style-type: none"> • All the safety factors are provided in the learning environment. • Safety precautions and plans are checked regularly.

Standards	Achievement Indicators
8. The environment is well- prepared.	<ul style="list-style-type: none"> • It is well-lit, well-ventilated, and quiet. • Classroom are prepared in advance to avoid any mistakes that could disrupt the learning process.

2.7. Standards of Continuous and Comprehensive Evaluation.

Standard	Achievement Indicators
1. Measuring and assessing students learning using different tools.	<ul style="list-style-type: none"> • The instructor uses different assessment tools (tests, projects, interviews, note cards..etc.) • He/she uses different forms of assessment (types of questions). • He/she gives feedback after each evaluation. • He/she checks wether the objectives and learning outputs have been achieved.
2. Using various means of collecting the information that contributes to the achievement of the objectives.	<ul style="list-style-type: none"> • He/she encourages students to use the library. • He/she encourages students to make some field visits. • He/she encourages students to conduct some personal interviews. • He/she encourages students to conduct some questionnaires and surveys .
3. Creating some new tools of analyzing data and applying them to behavior modification.	<ul style="list-style-type: none"> • He/she applies some new tools to the modification of knowledge behaviors. • He/she creates some new tools to modify skills behaviors. • He/she adopts some innovative strategies that correct students wrong perceptions.
4. The Evaluation is conducted in view of the objectives and learning outputs.	<ul style="list-style-type: none"> • He/she adopts the evaluation that is appropriate to the learning outputs. • He/she conducts both the knowledge and performance evaluations. • He/she determines one evaluation tool for each objective.
5. The evaluation depends on Achievement Indicators.	<ul style="list-style-type: none"> • He/she conducts the progressive achievement indicator to see whether the objectives and learning outputs have been achieved. • He/she uses different progressive achievement indicators regarding the learning outputs and students levels.
6. Encouraging the student self-assessment.	<ul style="list-style-type: none"> • He/she teaches students the skills of self-assessment. • He/she provides students with self-assessment forms to apply them to themselves. • He/she motivate students to create their own self-assessment.

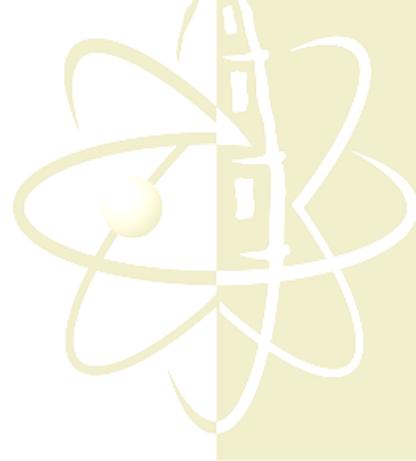
Standard	Achievement Indicators
7. Receiving and giving feedback .	<ul style="list-style-type: none"> • He/she keeps giving feedback throughout the lecture. • Each feedback is given after ensuring that the concerned objective has been achieved. • Feedback is also given by the end of the lesson. • He/she receives feedback from students. • He/she requests some feedback surveys to be done by the students.
8. Assessing the mental processes are as important as the results.	<ul style="list-style-type: none"> • The test questions are set to measure the metacognition of students. • Students processes of approaching problems are evaluated just as the results.

2.8. Standards of building and conducting achievement tests.

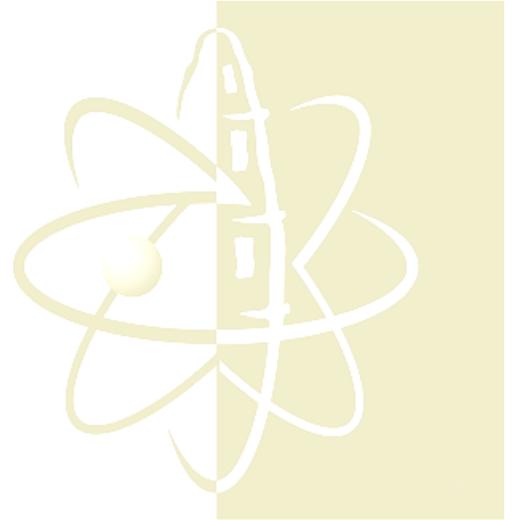
Standards	Achievement Indicators
1. The tests are integral to the objectives and learning outputs.	<ul style="list-style-type: none"> • The tests are conducted in light of the objectives and learning outputs. • Learning outputs determine the test type and the appropriate tools.
2. The relative weights are assigned to each module	<ul style="list-style-type: none"> • The test covers the learning outputs according to their relative weights.
3. Students different levels of comprehension are measured.	<ul style="list-style-type: none"> • The test assesses the different levels of comprehension among students. • The test vocabulary is set according to the skills to be measured. • Each vocabulary measures one comprehension skill.
4. Students achievement is represented by a normal curve.	<ul style="list-style-type: none"> • The test is set progressively to consider the individual variations. • Good test results are represented in levels by a normal curve.
5. Various kinds of questions are used in the achievement test.	<ul style="list-style-type: none"> • He/she uses different kinds of questions (both essay and short answer questions). • He/she uses different short answer questions such as multiple choice, true/false...etc. • He/she uses different essay questions; such as open-ended and closed ended questions.

Standards	Achievement Indicators
<p>6. The test is set according to the University's regulations.</p>	<ul style="list-style-type: none"> • The University's regulations are adhered to while setting the test. • An appropriate environment is prepared for the test. • Students are informed of their test results within the agreed time. • Students have the right to check their answer sheets with respect to the regulations.
<p>7. A specification chart is set for each test with respect to the measured skills.</p>	<ul style="list-style-type: none"> • Each module content has a relative weight. • The relative weight takes into account the objective or learning output to be measured in the test.
<p>8. The tests are balanced and integral to the other tests of other modules in the faculty.</p>	<ul style="list-style-type: none"> • Instructors adopt a unified mechanism in setting tests. • The test is set according to the module's approved mechanism of setting and conducting the tests. • The test is integral in form and in content to the other ones in the same programs.

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Terminology and concepts

Academic Year:

It is two obligatory terms and one summer optional term for students who intend to finish their programs in less time.

Academic Semester:

It is no less than 15 weeks within courses have to be taught and final exams are not included.

Summer Semester:

It is no longer than 8 weeks in which final exams and registration period are not included. The specified time to teach each course have been doubled.

Regular Duration:

Period available to complete requirements of the study level.

Academic Program:

A field or academic major identify courses and activities students study that related to that major. Obtaining an academic degree is based upon their success in fulfilling these courses.

Study Plan:

A complementary group of courses as well as activities contribute graduation requirements that should be passed successfully in order to obtain a scientific degree in a specific major.

Academic Program Report:

Annual comprehensive report about how the program works. It should be done by a program administrator agent of educational institutions depending on course reports. It is the program constant improvement tool.

Level of Study:

It is the educational level. The number of levels required for graduation is eight or more according to approved study plans.

Course:

It is a study material follow a specific level within the study plan approved in each major (program). There is a specific number, code, title and specification for each course. It is different from other courses in terms of content and level. There is a certain file consigned to the department for the purpose of following up, evaluation and improvement. For some courses, there is prerequisite and concurrent course or courses.

Study Unit:

It is the weekly theoretical lecture which is not less than 50 minutes, the clinical lesson which is not less than 50 minutes, or the practical or field lesson which is not less than 100 minutes.

Credit Hour:

It is the weekly theoretical lecture (one hour per week) throughout the semester.

	Obligatory	Optional
University prerequisite	The courses that all students should study regardless of their major.	The general courses that the student choose from a number of courses proposed by programs and plans committees of departments and colleges and authorized by permanent committee of academic plans and programs at the university. They should be one of the general courses (principles-introduction-
College prerequisite	The courses that each college students, regardless of their majors, are of courses that constitute important basic rules for the various majors.	The courses chosen by the students of the college from among a number of courses represent the different departments in the college, and they are the supporting materials for different disciplines in the college.
Department prerequisite (specialization)	The courses that all students of major should study.	The courses chosen by the student out of the total courses offered by the department, and they are the supporting material for the student`s specialization.

Suspension of the Program or Specialization:

Stop accepting students in the program or specialization.

Prerequisite:

It is the key course of understanding the following course and depends heavily on it, without which there is a defect in the construction of knowledge. Success is a condition for the registration of the subsequent course.

Concurrent Prerequisite:

The course is usually held with subjects that are important for the concurrent course. Success as well as studying the course before the concurrent prerequisite are not requirements for submitting the required course.

Adjuster Prerequisite:

The course that can adjust students' levels. The student is required to register only after passing the minimum levels of the program. The new student is not allowed to enroll the program unless after the approval of the department or the academic advisor, and a specific academic qualification.

Course Code:

Numbers and letters with their meanings indicating the type and level of the course.

Program Specification:

A document that clearly shows that the program will meet the requirements of the "Quality Assurance and Accreditation Standards for Higher Education Programs" and "National Qualifications Framework". This document contains the general descriptive information about the program, external influencing factors, expected educational outcomes of students and strategies for evaluating students to develop these results in different learning areas. The focus of teaching methods should be directed to the program hence it is a complete group of educational experiences presented through different courses.

Program Approval:

Official approval is done according to specific procedures by the educational institution.

Program Objectives:

Pluralistic sentences describing the results achieved and the contribution that is made to the expected achievement of the graduate during the years following the graduation year. The goals are linked to the institution's objectives, core values, and strategic plans.

Learning Outputs:

Knowledge, values, attitudes and skills resulting from participation in a particular course or program. The National Assessment and Accreditation Commission has developed broad categories or types of learning outcomes in the different learning areas to be achieved.

Teaching Strategies:

Specific and sequential procedural steps: to develop students' learning in various cognitive, emotional and skill domains. Strategies can include, but are not limited to, the sequence of questions; to develop or apply new case concepts, clarify value, use advanced systems to help save and retrieve information, case studies, modeling and simulation (problem solving within groups) and other such strategies.

This term should not be confused with (teaching strategies) and (teaching methods). Teaching is a term used to describe a form of organizing the teaching process, or to provide training (e.g. lecture, theoretical or practical training etc.)

National Framework of Qualifications:

A document generally describes the conditions of how to improve knowledge and skills required for higher qualification, and has three main elements: levels, credit hours, and learning areas.

Levels:

They are intended to describe the increasing cognitive requirements and the learning complexities expected of students as they progress in their degrees. The levels in the national qualifications framework are divide equally:

- Enrollment: Completion of Secondary Education
- Level 1: The Average University Diploma.
- Level 2: Diploma
- Level3: Bachelor Degree Level
- Level 4: Higher Diploma
- Level 5: Master Degree
- Level 6: Ph.D.

Credit Hours:

Certain points to describe the amount of effort, or expected learning volume, to pass an educational degree, a specific course score, or a unit of study.

- Average University Diploma requires no less than 30 credit hours.
- Diploma requires 60 credit hours (2 years of study).
- Bachelor`s degree requires no less than 120 hours.
- Higher Diploma requires additional studies with 24 credit hours after bachelor`s degree.
- Master`s degree requires 24 or 39 credit hours after bachelor`s degree.
- Ph.D. requires 12 or 30 credit hours after master`s degree depending on the size of the thesis, or the main project report.

Learning Areas:

The broad categories of types of learning outcomes that have been targeted to develop by the program. Learning areas are grouped into four areas of concern in addition to psychomotor skills that are important for certain specializations. These are:

- ❖ Knowledge: the ability to retrieve, understand, present, develop and produce information, which includes:
 - knowledge of certain facts.
 - Knowledge of specific concepts, foundations and theories.
 - Knowledge of different scientific terms.
 - Knowledge of specific actions to reach any of the above.
- ❖ Cognitive skills: include the ability to:
 - Apply cognition and awareness of concepts, principles and theories.

- Apply methods involved in critical thinking and the creative solution to the problems whether at the request of others or to confront new situations, not expected.
- Studying academic topics and problems through the research in diverse sources and drawing correct conclusions.
- ❖ The skills of dealing with others and taking responsibility: Include the ability to:
 - Responsibility of self-learning and personal and professional development.
 - To work collectively and effectively, and to practice leadership when needed.
 - To act responsibly in personal and professional relationships.
 - To act ethically and commit to high ethical values on the personal and social scale.
- ❖ Communication skills, information technology and numerical skills: include the ability to:
 - Oral and written communication effectively.
 - The use of communication and information technology.
 - The use of basic computational and statistical methods.
- ❖ Psychomotor skills: a group of high performance skills that need to be learned and deepened time, effort, organization and careful coordination between body organs, senses and muscles, and between the human's brain and his nervous system. These skills are of high importance in some fields of study. These Psychomotor skills may be applied partly to some programs that include a practical and empirical aspect.

Performance Indicators:

Specific forms of evidence usually selected by the institution or by any other agency to provide evidence of quality of performance. They should be as specific and direct as possible to the standard levels of performance and objectives to which they relate. It is sometimes difficult to find direct procedures for some goals (e.g.: students' quality of learning). Accordingly, it is must to use indirect evidence, such as student evaluation of programs, employment results and employers' surveys. Hence indirect indicators may be subject to other indicators, it is usual to use different indicators related to the important goals in addition that they can be explained by a separate system of confirming explanations.

The term "triangle" is sometimes used in several indicators; to provide evidence of a goal depending to different viewpoints, for example, it is possible to obtain evidence of the efficiency of faculty members through various indicators such as qualifications' levels, research results and students' classification of teaching efficiency.

Key Performance Indicators (KPLs)

These are selected performance indicators and are particularly important for performance evaluation purposes. The organization may specify a short list of key performance indicators that gained special importance in performance evaluation field and needs an evidence for these indicators of each organization department, in addition to other indicators chosen by each group and each organization department for special purposes. For example, a national quality agency such as (Quality Authority) can identify a small list of indicators that reflect national issues, objectives or policies that are used by all institutions.

Benchmarking:

It is the measurement and comparison of the performance of an organization with one or more organizations in the same field. So, benchmarking can be defined as: " a structured mechanism and method aimed at learning from others by observing the models of

outstanding performance methods within institutions with expertise in specific areas, to make legal comparisons with them.

Benchmarking points:

They are benchmarks or performance levels used to identify goals and evaluate performance. Benchmarking metrics can be the current performance levels of an organization. For example, the current rate of graduation of students in business studies, standards set by an external agency, performance standards in another institution or a group of selected institutions to compare such as a number of research duplications for each a full-day academic employee at the university. An institution may choose another institution similar to it, to be the reference on which the quality of work can be compared, or to compare certain parts of the institution with similar groups within the framework of the institution. It is usually desirable to use indicators (such as those mentioned above) which can be listed in the special conditions in these comparisons.

Assessing arbitrators:

Evaluating and reporting on a program, an institution or part of it by experienced external arbitrators and specialists in the field concerned. It can be also in coordination with a body or administration in institutions of higher education. One of the most important elements of this concept is that arbitrators are peers who have the necessary expertise in institutions, or similar programs. It is important for the institution under review to recognize the importance of their role. It is also necessary that the evaluators are completely independent of the institution they are reviewing, so that there is no real or perceived conflict of interest. They must also be trained and are committed assisting in development, and should be sensitive to the mission, goals and programs of the institution. As well as being familiar with international standards for the type of educational program or institution under review.

Academic accreditation:

It is an official certificate given by a recognized institution confirming that the educational program or institution meets the required standards.

Programs approval:

Adopting an educational program for the study by granting a certificate that proves that it meets the criteria required to be presented in this field at the required level. It includes a decision that the educational program quality and applicable standards are appropriate to the degree to which it qualifies. The evaluation of the criteria takes into account the nature of both teaching and learning various fields of study, level of education as well as its level of difficulty and learning quantity required for the degree. The general criteria for learning outcomes have been determined for programs that qualify for degrees such as bachelor's, master's and doctorate in the national framework of qualifications must be fulfilled in all programs regardless which institution provides this program. In addition to meeting work requirements, the program must meet the criteria specified in " Quality Assurance and Accreditation Standards of higher education programs. For the professional program, it must provide specific knowledge as well as the skills required to practice the field concerned.

جامعة الجوف
Jouf University

Standards and Specifications



Characteristics of graduates by learning outcomes upon completion of the bachelor's degree program:

There are many characteristics that must be available in accordance with the National Qualifications Framework for Higher Education in Saudi Arabia, as well as within university strategy to meet the standards and requirements for graduation. The most important ones are:

- The ability to remember knowledge and improve a wide range of skills they have learned and continuity to enrich it.
- Acquaintance of comprehensive, holistic and organized knowledge in a specific field and of principles and theories related to it.
- The ability to research complex problems, find innovative solutions with only limited guidance, using insights relevant to their field of study and other similar areas.
- The ability to identify and use appropriate mathematical and statistical methods in analysis, find solutions to complex issues, and the ability to select and use the most appropriate mechanisms to deliver results to different recipients.
- The ability to leadership and willingness for complete cooperation with others in joint projects and initiatives.
- In the case of a professional program, a wide and integrated range of knowledge and skills necessary for effective professional practice is required.
- In the case of academic program that dose not need professional practice, it necessary to acquire a thorough knowledge and understanding of research literature in the area of specialization as well as the ability to interpret, analyze and evaluate the importance of such research in enriching knowledge in the field of study.

Good program specification:

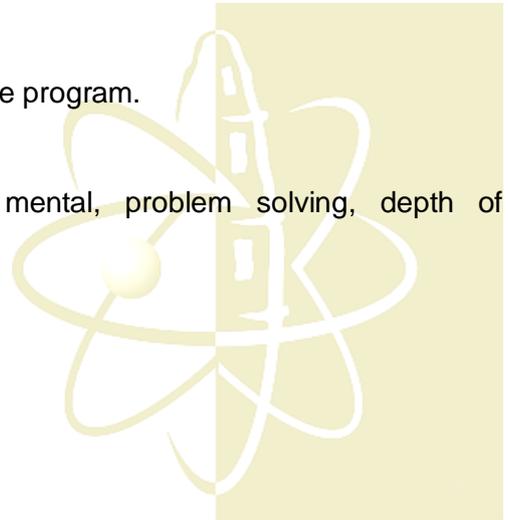
The university strive to promote all its programs towards leadership and excellence, as Collins and others mentioned points out (2004) that the goal of designing a good curriculum is to produce learning experts not experts in passing the examinations and there is a difference. Many programs face a challenge represented in fragmentation of knowledge which leads that the student may lose some of his growing educational experience. As noted by Jansen et al. (2006) that the students may acquire their knowledge and skill as they progress in their program but are exposed to very limited opportunities to merge the two through cumulative experiences.

The features of the good program can be summarized in the following points; indicating the method of confirming these specifications separately:

- Its compatibility with the vision and mission of the college and the university.
 - Internal editing (department and college committees, advisory committees and quality deanship).
- It is important to start by defining the graduates` specifications and learning outcomes before proposing courses.
 - Using a model (program specification) prepared by the National Commission for Academic Accreditation and Assessment.
- There is no lack of knowledge expected of the graduate.
 - The cognitive map and contact between faculty members.
 - A clear and precise definition of knowledge required.
 - External editing.
- There is no repetition of the scientific material provided.
 - Contact between faculty members when preparing the program.

- Design courses map model K (Program Matrix). It is a table of program learning outcomes and the extent to which courses contribute to the achievement of these outputs.
- Determine the number of credit hours and actual hours to meet the requirements of a course.
- Benchmarking.
- Selection of teaching methods appropriate to the nature of the course.
- Centre of learning and education excellence.
- Teaching methods appropriate for each course.
- Selection of appropriate evaluation methods.
- Evaluation and performance management at the university.
- Evaluation of the entire program.
- Evaluation each course individually.
- Quality units at colleges.
- Including courses that only meet the needs of the graduate. It is necessary to be aware of the inclusion of many courses to meet the needs of faculty members and not the graduates based on the specifications and expected program learning outcomes.

- Program accreditation bodies.
- Peer and expert assessment.
- Graduate characteristics and learning outcomes of the program.
- Correlation and suitability of courses sequence.
- Courses map.
- Identifying required skills accurately (cognitive, mental, problem solving, depth of information.... etc.)
- Workshops for specialists in each field.
- Rich environment where tools are easily accessible.
- University library.
- Other libraries.
- Laboratories.
- Learning Managements System (LMS).
- Training quality
- Employees' surveys.
- Graduates.
- Current students.



Course preparation criteria:

The following must be considered when preparing programs:

- ❖ The course should be able to achieve the set objectives.
- ❖ The course mission, vision, and goals are clear, simple, comparable and measurable.
- ❖ The general objective of the program is documented and generalized and identifies knowledge and skills intended to meet the needs of labor market.
- ❖ The objectives are detailed, generalized and documented arising from the general objective of the program.
- ❖ The objectives are aligned with intended learning outcomes and related to educational objectives of department, college and university.
- ❖ The objectives and strategies used in designing and developing content should be presented in the form of clear points in accordance with its message, objectives and outputs in a way that enables students to obtain targeted learning outcomes with regard to program as well as national and global references.

- ❖ A detailed plan of the program showing the courses, classifications (theoretical, practical, exercises, ...etc.) sequence and number of credit and actual hours, requirements, semester and semesters needed.
- ❖ A detailed program for each course showing: general specification of the course, language of instruction, objectives and learning strategies, evaluation methods, learning resources, development and improvement processes.
- ❖ Distribution of course syllabus (compulsory, optional, free) and division (university, college, department).

Criteria of preparation of the study plan:

Preparing the study plan within the framework of criteria and fundamentals, taking into account the need of labor market and coordination with learning outputs, has a positive impact on the efficiency of study plan and its implications on the quality of education and teaching performance. The study plan is consistent with what is stated in the kingdom education policy, development plans and university objectives. The scientific course should be based on its origin taking into consideration its global developments and concerned with ethics and behavior practice. Therefore, many disciplines must be taken into account. The most important of these:

- To focus on theoretical and applied scientific aspects and skills development, while highlighting the scientific facts and the role in developing students' abilities to interact positively based thinking, recognition and participation to create innovative environment as well as achieve depth and diversity of knowledge fields.
- To provide the scientific materials of the courses in the same language in which these courses are taught.
- To refine and develop the student's research skills by conducting applied and theoretical researches and field training depending on college and major.
- To allocate courses at the levels and determine the minimum and maximum units for each course and the total number of units required for graduation according to the National Qualifications Framework Document for higher education in Saudi Arabia.
- To avoid the duplication of courses in the study plan with other plans at college or university.
- To conduct a benchmarking survey for at least three study plans of similar departments in universities and colleges that had got academic accreditation or are good in the field of designing and developing academic plans or programs. This information can be obtained from several resources: The Ministry of Civil Service, the Ministry of Labor, the Chambers of Commerce and Industry, the most prominent companies in the field of specialization, similar colleges and programs, experts in the field, the Statistical Manual issued by the General Statistics Department, workshops conducted by private and public institutions, professional issues and graduates' office at university.
- To arbitrate the study plan by specialists belonging to national and international scientific institutions with distinct plans and programs.
- To be committed to national and international quality and accreditation standards.
- To numerate courses according to a unified system within department or college ensuring the sequence of courses and determining the need for any course or prerequisites, preferably reducing the prerequisites as much as possible.
- To commit to the minimum and maximum number of units (no less than 120 hours).
- The number of units for each theoretical course should not be less than three units and two for practical courses. Colleges that exceeds three units should justify their overtaking.
- Courses should be distributed at levels no less than 8. The academic burden should not be less than 12 units for each level.

- Ensuring scientific department unity at university by coordination with related scientific departments.
- To include a summer or cooperative training program for each department in addition to field training.
- To include an applied practical aspect and skills development.
- To include courses at each level where English is the language of instruction or identifying the use of English as prerequisites for these courses.

Prerequisites and their codes:

They are courses that the student must study before studying the courses on which they depend. They have the same titles but referred to as a pre-requisite when needed. The following should be considered:

- The level of the prerequisite is less than the level of the course on which it depends.
- The coding numbers should be chosen in terms of course level and the sequence number of the prerequisite if they are the same exact specification.
- More than one prerequisite are set for one course to facilitate the registration of courses for students.
- The level of the course and its prerequisite should be considered and that no gap between them.

Concurrent prerequisites and their codes if any:

They are viewed as courses that student must pass while studying courses on which they depend. They are the same course titles but referred to as concurrent when needed. The following should be considered:

- The level of the prerequisite is equal to the level of the course on which it depends.
- The coding numbers should be chosen in terms of course level and the sequence number of the prerequisite if they are the same exact specification.
- More than one prerequisite is set for one course to facilitate the registration of courses for students.

Arbitration of the study plan:

The study plan is an intellectual journey that include a sequence of experiences leading to many targeted learning levels. Therefore, designing a new study plan goes through several phases:

- The overall design of the plan: including the overall goal of the plan followed by identifying graduate skills and courses that can develop these skills upon the student when completing his plan as well as identifying the appropriate teaching strategies to develop these targeted skills by teaching a group of selected courses. Additionally, ensuring the student acquisition of these targeted skills should be identified.
- Designing a detailed courses map of the plan: including the identification of teaching hours for each course, prerequisites and co-requisite and identifying course level. Sequence, balance and integration between different courses should be considered and each level courses and courses for all levels as well.
- Designing detailed specification of each course: course specification aims to guide students to: course objectives, activities contributing to achieve these objectives and evaluation. It is a contract between student and instructor that include course content, objectives, learning

outputs, conducted time schedule over weeks, distribution of grades, textbook and proposed references.

(More information about arbitration can be found in the Arbitration Guide of Study Plans)

Arbitration:

Arbitration is conducted by at least two arbitrators not from university rather nor Saudi. It should include the following aspects:

- Review the program learning outcomes.
- Review the identification of courses learning outcomes.
- Review proposed strategies to evaluate the program and practical plans to improve it.
- Participation in workshops specified to discuss observations with the members of the committee.
- It is preferable to present the program to one or more experts in the labor market or to the beneficiaries of the program outcomes.

Arbitration should be done by:

- 1- Specialized academics (external – internal). The external arbitrators should have the following criteria:
 - a- A specialized academic in the narrow scientific field of the program.
 - b- Employee on the job.
 - c- An associate professor at least.
 - d- Not related to the program development procedures provided.
 - e- No less than five years expertise of the program specialization.
- 2- Private and public sectors: it should be done by filling a certain form provided by the targeted body.
- 3- Interested parties and stakeholders: it should be done by presenting the plan on the college website and inviting those who are interested to visit the website for the purpose of arbitration.

Program review criteria:

There should be a paragraph showing the program message and set of objectives so that are simple, quantitative and measurable. The department members should ensure that the program meets the set objectives and linked to the educational objectives of department, college and university. It is also important to ensure that the objectives and strategies were presented as clear points and are appropriate and relevant to the intended learning outcomes as well as identifying the program references national and global references. (filling out a program specification form prepared by the National Commission for Academic Accreditation and Assessment).

The following should be considered when conducting the course specification:

- The content and design of the program is consistent with its mission and objectives so it is easy for students to obtain the targeted learning outcomes.
- The following should be considered when designing the program:
 - The program is compatible with learning objectives and outcomes.
 - The program is compatible with national and international accreditation standards.
 - The program is compatible to local, regional and international references so it is possible to make use of distinguishing experiences conducted at similar programs of different governmental institutions.
- A detailed plan of the program shows the courses, their sequence, classifications (practical, theoretical and exercises), the number of credit, actual hours and their requirements and semester on which it is implemented.

- A detailed plan for each course include: overall course specification, teaching language, learning objectives and strategies, assessment methods, learning resources and development and improvement processes.
- Distribution of courses (obligatory, optional and free) and classification (department, college and university).
- A general objective of the program is generalized and documented which defines knowledge and skills that are intended to be compatible with the needs of the labor market.
- Detailed objectives are generalized and documented arises from the overall objective of the program.
- The objectives of the program are compatible with the message and mission of the department, college and university.
- The objectives are to reference principles at local, regional and global levels.
- Learning outcomes including measurable skills and knowledge are the stated objectives of the program.
- Participation of concerned instructors, students, graduates (male and female), local community and recruitment agencies in the process of designing and reviewing the objectives of the program.

Validation of compliance with the national framework of qualifications:

Compliance with the framework of qualifications is a condition for the adoption of a program. It should include:

- The first requirement: the title of qualification should match the national qualification framework. It should strictly confirm the level of qualification. The terms used to describe the specialization concerned should be accurately described.
- The second requirement: the number of credit hours necessary for the qualification is consistent with what is specified in the national framework of qualifications. The academic burden of the student should be (15 -18) credit hours in one semester of the study plan.
- The third requirement: program objectives should include the development of learning outcomes in all required learning areas.

Specific learning objectives of the program must include outputs in all areas. Evidences that can modify this include:

- The responsibility for the achievement of these educational outputs should be appropriately distributed to the courses included in the program and that these outputs should be included in the objectives.
- Specifications of courses and programs should include learning methods, student activities appropriate to learning outcomes in each area.
- Tests and other assessment methods should include appropriate forms of learning outcomes assessment for each learning area.
- Program evaluations should measure each area of learning outcomes including students', graduates' and employers' surveys and any other techniques.
- Fourth requirement:

The levels achieved in each area of learning must be consistent with the "Alumni characteristics" and "learning outcomes" specifications for each qualification level. Some of these outputs can be assessed through tests and other evaluation tools included in the program, but others relate to the characteristics of graduates after graduation. Accordingly, evidence of compliance with the levels of achievement depends largely on indirect measures and on professional information- based judgments. To meet the requirements, the following sources of evidence should be included in program evaluations:

- Program evaluations and self-evaluations by program graduates.
- Responding to old professional colleagues and employers' surveys who employ graduates.

Program and reference indicators:

Reference indicators are among the most important scientific tools used in the field of quality improvement and performance development in the field of designing and developing the programs. Reference indicators are useful to know the results of similar programs experiences in distinct universities. They are compared with the current program in order to use them as a reference in designing the program. The choice of similar distinct programs is done by using two main references:

- 1- **University Ranking:** university ranking websites present lists of the best international universities at the general level and some certain specializations. The lists include names of universities and their websites. There are many types of international classifications of higher education institutions, for example; three types are listed as follows:

Type 1: general world ranking: it is concerned with the ranking of universities according to predefined criteria at the general level. The most important ones are:

QS World University ranking

<http://www.topuniversities.com/university-ranking>

Shanghai World University Ranking

<http://www.arwu.org>

Type2: specialized world ranking: it is concerned with the ranking of international universities and comparing them according to certain defined criteria at a certain specialization level.

Examples are:

College Crunch ranking of computer departments and colleges:

<http://www.collegecrunch.org/rankings/>

QS ranking of master administrative programs:

<http://www.topmba.com/mba-rankings>

Type3: universities national ranking: it is concerned with universities ranking in a certain country according to definite criteria. Examples are:

The Independent ranking of British universities

<http://www.thecompleteuniversitiesguide.co.uk/single.htm?ipg>

World News ranking of American universities

<http://www.usnews.com/sections/rankings>

- 2- **Specialized program accreditation bodies:** these bodies provide a list of the academic programs and the scientific departments that obtained accreditation. They are important in terms of how to get accreditation and how to choose similar programs in order to:

- Identify intended learning outcomes ILOs
- Distribute credit units to different learning areas.
- Identify the quality of the required field training in the field of specialization.
- Identify the profession and major ethical rules that should be included in the program.

Any program is subject to conducting a survey for at least three similar programs among the programs of colleges and universities with academic accreditation, or extensive experience in the field of the program to be built or developed. The chosen programs must be of diverse colleges and universities (America, Europe, Japan, Australia, East Asia, Arabian and Gulf countries and Saudi Arabia)

The system used in survey mechanism is similar to the following stages:

First stage: a general study of all similar programs:

- Knowing the number of courses and units approved for similar programs.

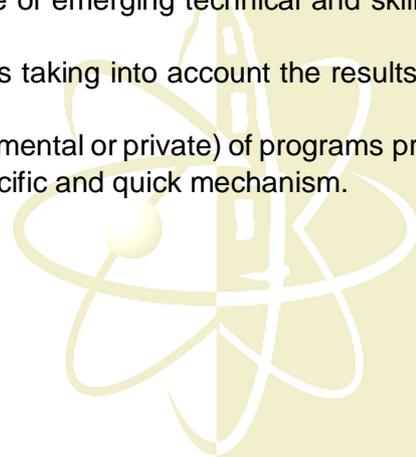
- The distribution of units approved depending on the requirements of university, college and department.
- The number and distribution of courses in each program.
- How to include the skill and technical aspects of the program (if any).
- Prepare a report about achieved work in each program.

Second stage: Comparison and balance of programs studied in the first stage. It includes the following:

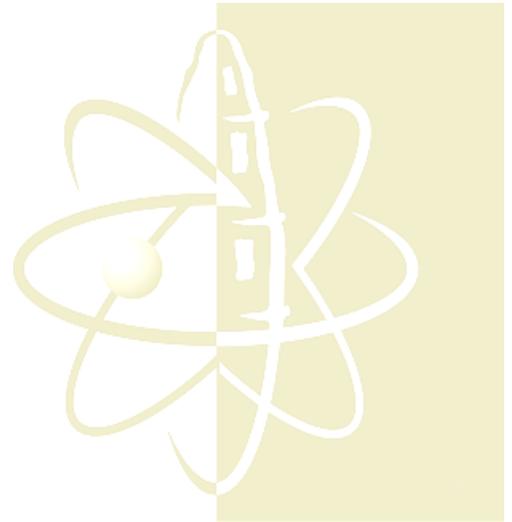
- Comparing and balancing the number of units in similar programs and how to distribute it to the program requirements.
- Comparing and balancing the number of courses in similar programs and how to distribute it to requirements of university, college and specialization.
- Preparing a report that includes the results.

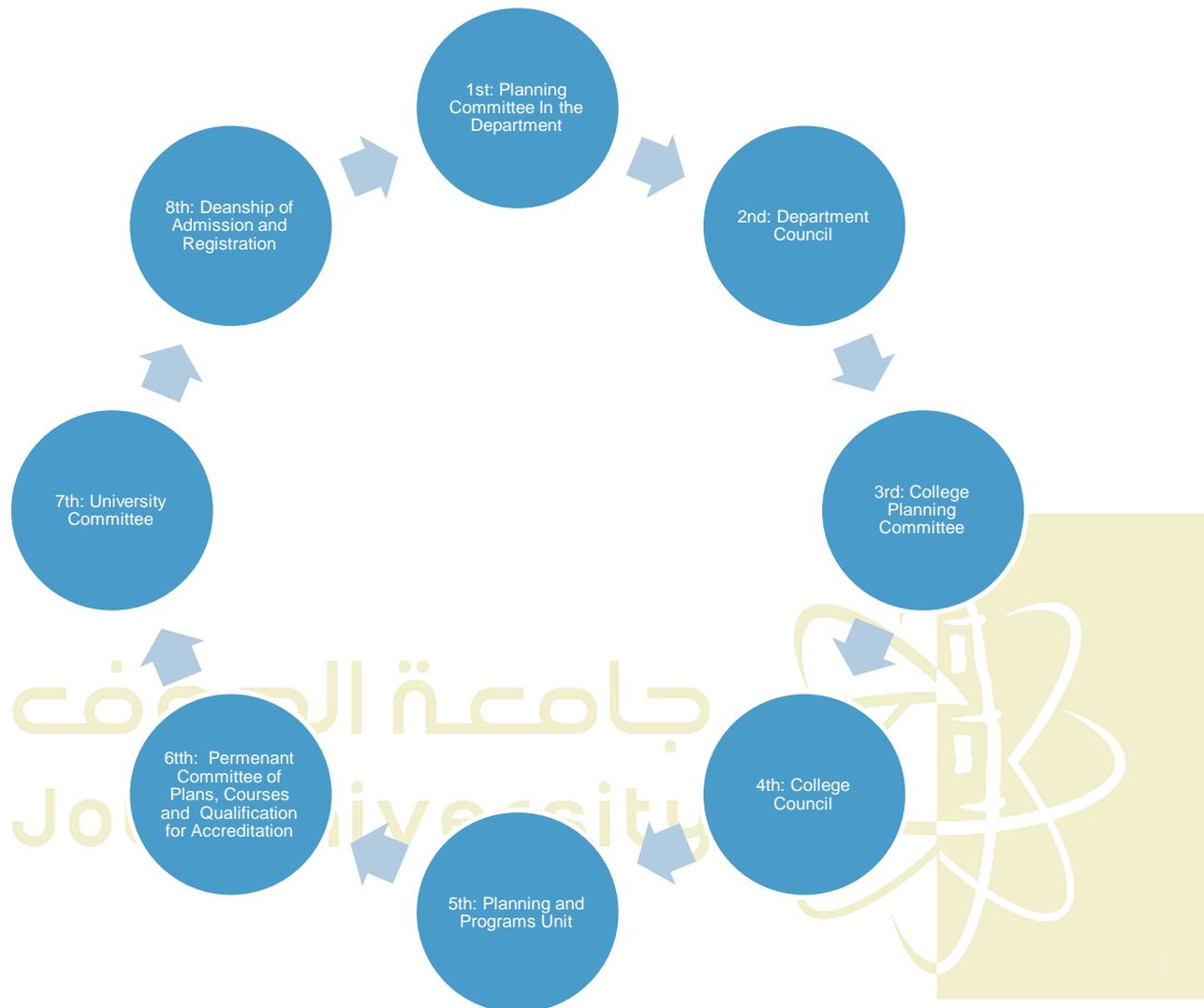
Third stage: Comparison and balance of programs in terms of scientific content, technical and skill performance including:

- Reviewing an accurate specification of scientific content of courses of similar programs that have been scanned in the first stage for the purpose of emerging technical and skill areas with scientific areas.
- To apply the results to all proposed scientific courses taking into account the results of the second stage.
- The use of the vision of beneficiaries (whether governmental or private) of programs provided in identifying needed skills of the graduate within specific and quick mechanism.



جامعة الجوف
Procedures
Jouf University





First: Planning Committee in the Department

One responsibility of the Plans Committee in the Science Section is to identify the necessary steps for developing a university plan and ensuring its excellence when constructing or modifying. For this purpose, the committee should coordinate with all relevant specialized parties in-and-outside the university, and conduct a relevant field study to identify the extent of the uniformity between the labor market requirements and the programs offered by the

College. This can be carried out through getting support from information sources parties such as the Ministry of Civil Service, the Chamber of Commerce and Industry, peer colleges, most prominent companies in the field of specializations, and the Directory of Statistics issued by the Saudi Department of Statistics and Information.

The Plans Committee is also required to study the academic accreditation requirements of the specializations to be reviewed, as well as emergent ones, and to identify benchmarking references to be followed in developing and modifying the academic plans of Jouf University. Such a study should take into account the importance of studying the plans of these benchmarking universities through making deep reviews and comparisons between them in order to find out and indicate how they have been implemented in accordance with the academic accreditation standards, how they were updated and promoted, how the current vision and mission of the college can be modified or renewed, and how to identify and review the goals and outcomes of individual programs. These reviews will enable the committee identify the related compatibility level with the requirements of the labor market as necessary for replacement and renewal. The committee should also study the compatibility level of the teaching and learning language per each program, and the current and future requirements of the labor market in order to take relevant concrete decisions.

The committee of plans should further review the total number of hours required for each requirement of university, college and major as well as those of optional and practical training courses (if any). It should submit a proposal to amend the total distribution of those hours in accordance with the goals of the new plan taking into consideration the partnership with the labor market in preparing the university's outputs.

It is also important that once the study plan has been considered by related departments, colleges, the Plans Committee and the university authorities, a list of major private and public institutions interested in employing graduates should be identified in order to present and discuss with them the proposed plan either in direct face to face individual or group meetings or a one-day workshop at their own locations or at university campus. This procedure will enable the university obtain their suggestions or feedback and recognize their critiques.

At this point, students' and graduates' views should not be avoided or ignored in any relevant workshop or seminar to be held, especially since students are the best party to evaluate this plan in light of their direct closure and experience.

The committee, then, considers obtained comments, observations and feedback and find out most appropriate solutions to the issues appeared in the plan.

The department Planning Committee prepares the *Academic Plan Development /Amendment Request* according to their needs or in light of college's recommendation for this specialization after getting certain that the plan has been passed all necessary stages of preparations as follows:

- The plan should have satisfied the relevant criteria and conditions.
- The plan has been compared against the benchmarking indicators of the current academic plan and program.
- The needs of the labor market and the views of faculty members and graduates have been recognized.

Responsibilities

- Supervising, developing and implementing the academic programs and plans offered by the department.
- Conducting a survey on corresponding academic programs at external colleges and universities as benchmarking institutions for the development of these programs.
- Conducting an annual review of the current vision, mission and objectives of the program, and proposing relevant development or amendment in light of the current variables of the program, and presenting them to the Department Council for approval.
- Recommending the Department Council to establish, develop or suspend academic programs, provided that the recommendations are supported by the scientific evidence and justifications.
- Determining the department's compulsory, elective and free requirements.
- Updating Program's courses and distributing them to the committee members to develop their specifications.
- Reviewing the specification, objectives, components, references and outcomes of courses and determining their compatibility level with the learning outcomes of the academic program.
- Distributing courses to the academic levels of the academic plan, taking into consideration their scientific and logical sequence as well as their pre-requisite and co-requisite courses.

- Reviewing the number of credit hours approved for the academic program and whether they satisfy the requirements of University, college, department, specialization, academic accreditation, etc.
- Coding the courses as indicated in the coding system issued in the manual.
- Submitting the academic program to the Department Council for consideration and proposing amendments, if any.
- The Department Council considers the academic program and returns it to the department committee in case of any amendments, provided that the amendments do not conflict with the standards and criteria of the National Qualifications Framework document.
- Validating the program by external experts.
- After being validated and ensuring its accuracy and appropriateness linguistically and formally, submitting the plan to the department Council in order to complete formal procedures.
- Responding to inquiries of the university administration, college or any other party regarding the program and department's academic plans.
- Adherence to both the recommendations and guidelines of the Academic Programs and Plans Department and the Manual of Preparing and Accrediting Academic Programs and Plans.
- Studying the physical, human and operational requirements to establish an academic program.

➤ **Collecting information and preparing the first draft of the plan:**

- Exploring similar programs at local and international universities in terms of title, mission, objectives, expected learning outcomes, specifications of graduates, number of credit hours, distribution of credit hours per the requirements of University, college and department, and the technical and proficiency part of the program, if any.

- Comparing the current program and similar programs against similar benchmarking programs in terms of all previous items.
- Preparing a report covering the results of the exploration of and comparison between the current program and similar ones.
- Determining the importance of the program and the extent to which the labor market needs its outputs through identifying the possible beneficiaries from the program, clarifying the need for the program, and identifying views of recruitment agencies regarding graduate specifications through conducting related interviews and workshops
- Collecting views of those concerned in the plan including:
 - faculty members : in terms of the academic program specifications, courses, distribution of courses at levels, the intended learning outcomes, the educational outputs, the effectiveness of the program, the teaching strategies and evaluation mechanisms. This can be carried out through holding workshops, completing course reports prepared by the National Commission for Academic Accreditation and Assessment, distributing surveys and launching a link on the department's website for collecting views as well as reviewing course reports completed by the faculty members in the department.
 - Students: In terms of their views regarding the quality level of the educational process, and services provided by the department, college and university, and the appropriateness of the program, the effectiveness of faculty members in implementation, the teaching strategies and the evaluation mechanisms. This can be carried out through conducting relevant workshops for students, distributing course evaluative questionnaires to all students, distributing experience questionnaires for the second and third year students, and distributing program evaluation questionnaires for graduates only. All these surveys are already prepared by the National Commission for Academic Accreditation and Assessment.
 - Employers and program stakeholders: in terms of the appropriateness of the program for the needs of the labor market, and the extent to which it meets such needs.

- Senior university management: in terms of its observations on the program and its appropriateness for continuous registration.
- Opinions published in student forums.
- Analyzing all of the above mentioned and prioritizing actions according to a report submitted to the Department Council, before commencing work procedures.

➤ **Determining Specifications Of Graduates:**

- Universities primarily concern themselves with the quality of their outputs representing mainly in their graduates who are able to learn and research rather than just obtaining knowledge. In fact, students can acquire knowledge through various ways especially in the knowledge revolution age. However, the ability to learn and systematically research are the tools of progress and creativity. Therefore, the specifications of graduates and the program expected outcomes must be carefully and accurately determined, and the learning outcomes must be determined according to quality specifications and exactly as stipulated in the National Qualifications Framework.
- Graduates are the visible harvest for the University and represent its reputation outside campus; therefore, specifications of graduates need to take into account the following:
 - Specifications are to be accurately determined in order to be consistent with the mission of the university, college and department.
 - Views of academics from within and outside the university as well as stakeholders, beneficiaries and employers must be explored when determining specifications of graduates so that it can be fully and optimally generated.
 - Students graduating from any program are expected to demonstrate applied cognitive abilities and appropriate related development since the real goal of their learning is to reflect what they have learned on their personal and professional lives. Graduates are also expected to apply their acquired knowledge in full transparency and accountability taking into accounts the importance of continuous learning along the life.

- The reference of specifications of graduate is generally implied in:
 - Broad knowledge in the field of specialization.
 - The ability to research, critique and analyze.
 - Recognizing the legal aspects of specialization.
 - Enjoying ethical excellence and good conduct.
 - Keeping up with the most recent trends in the field of specialization.
 - The ability to disseminate what have been learned.
 - Adherence to the professional ethics and practice.

➤ Identifying Learning Outcomes:

- Learning outcomes should take into account the following:

- Inclusion of skills stipulated in documents of the National Commission For Academic Accreditation and Assessment, and the National Qualifications Framework, namely: cognitive skills, Knowledge skills, interpersonal and responsibility skills, communication skills, information technology and numerical skills, and psychomotor skills (if applicable).
- Describing these skills accurately to determine the extent to which they serve the outcomes; so they need to be measurable when applying appropriate learning and teaching strategies. As for psychomotor related programs, specific skills for concerned graduates need to be identified.
- The expected outcomes should rely on a wide range of information source when conducting studies related to the academic or professional specializations which would require ensuring verification of their credibility and obtaining related conclusions.
- Emphasizing that the primary objective of the learning outcomes is to raise Graduates' awareness that their abilities will not be confined to

perform specific duties, but they will apply their skills in real personal and professional settings as appropriate as possible.

- Learning outcomes are formulated with the participation of academic experts, professionals, employers, and targeted graduates and students, taking into account the following:
 - Learning outcomes must precede, in design, the courses, since they are the basic structure for selecting related courses.
 - Learning outcomes must be consistent with the vision and mission of the program and concerned parties. Outcomes must also be reviewed whenever these visions and missions are updated.
 - Achieving the learning outcomes across all program courses, where it is not necessary to provide all learning outcomes within only one course, but as a cluster of outcomes.
 - Identifying and formulating skills accurately and scientifically taking into account the Educational fundamentals, and most modern learning and teaching theories.
 - Developing appropriate teaching strategies that can achieve the desired outcomes of the education process.
 - Emphasizing the assessment process is not limited to cognitive or knowledge aspects, but varies according to the targeted skill and teaching strategy.

➤ **Determining the Vision and Mission of the Plan:**

- Identifying a vision and a mission for a recent established college is vital. However, in case they are already available, they must be reviewed in order to ensure their consistency with the academic plans to be developed as one of the most important academic accreditation standards. This is, of course, in addition to its importance for raising the rank of the university internationally, ensuring its accreditation, and adding a competitive advantage of the college. This can be achieved through the high quality

level of products representing in competent students with creative academic and practical excellence. It can also be achieved through retaining distinguished and professional faculty members who are up to the high quality in educational performance. Further, the operational process is vital in terms of the quality and clarity of the educational programs and the applicability of their academic plans, assessment procedures, and the relations with stakeholders including employers and private and public professional and institutional parties as well as in terms of building up long-term partnerships with various parties.

➤ **Identifying Program Goals and Outputs:**

- The identification and clarity of the academic plan objectives for every program or college is highly important in representing relevant outputs and future deep vision. These objectives should be consistent with the changes of the contemporary age, the academic accreditation standards at national and international levels, and the following definitions:
 - The plan objectives must describe the expected performance of the graduate.
 - The program outputs must describe what a student knows and can perform at the time of graduation and what courses or scientific and academic activities can contribute to the achievement of every goal and output. Identification can be carried out through program specific reports or forms to be submitted to the concerned authorities Such as the Ministry of Labor, the Ministry of Civil Service and others.

➤ **Identifying the courses that achieve the required learning outcomes and specifications of graduates:**

- Identifying the courses is done through selecting the necessary relevant components and topics, which should be studied by students, and then classifying them into consistent interdependent groups of topics to be given a course title. The courses are, then, assigned an appropriate weight of

credit, contact and practical hours, and knowledge level students are required to acquire by graduation time. The modern scientific references and resources covering these topics must also be selected. This way provides a guarantee that the choice of course was not based on the popularity of a course title, rather was on the basis of identified content of knowledge. Thus a balance between program objectives and inputs and that of its outputs (students) has been assured avoiding any repetition, redundancy or similarity in the content of the course plan.

- The following are some points that must be taken into consideration when choosing courses:
 - Identifying the course title, objectives, and content in light of overall balanced distribution of program courses.
 - Identifying the number of credit, contact and practical hours that scientifically and academically fit the size of courses.
 - Identifying the course learning outcomes, skills and methods of performance assessment, where lower thinking order skills such as: memorization and higher thinking order skills such as: deduction, application and inference are all covered by untraditional modern progressive tests.
 - Identifying distinguished scientific references and resources that can help both students and faculty members access the latest specialized knowledge.

➤ **Developing program and course learning outcomes Matrix**

- A program and learning outcomes matrix is completed in cooperation between all faculty members taking into account any overlapping and conflicting points.

➤ **Academic Plan Submission to the Department Council:**

- An introduction is written indicating the program's vision, mission, goals, and learning outcomes, the stages of preparing the plan and its

benchmarking and methodology, specifications and areas of graduate's work, the aspects distinguishing the plan from similar counterparts, practices learned, and any necessary additions.

- Completing forms of plan preparation including:
 - Form (A): A survey indicating the procedures that have been done to prepare the plan, where a completed procedure is ticked with (√) supported by enclosing an evidence (Arabic and English).
 - Form (B): A program specifications document prepared by the National Commission for Academic Accreditation and Assessment (Arabic and English).
 - Form (C): Distribution of courses at levels, and a list of faculty members.
 - Form (D): Implementation requirements of the plan or academic program.
 - Form (E): A brief description of each course (Arabic and English version).
 - Form (F): Full course description according to the form of the National Commission for Academic Accreditation and Assessment (Arabic and English).

Second: Department Council

Responsibilities

- Recommending approval of academic plans.
- Following up the work of the department planning committee.
- Submitting plans to the College Council for approval.

Third: College Plans Committee

The College Plans Committee is formed according to the College Council's approval and the followings:

- The committee is headed by the Dean of the College, or an expert from the faculty members nominated by the College Council as a chairman of the committee.
- The committee membership consists of the heads of the departments planning committees in addition to one or two members from each department of the college, provided that their academic degree is not less than an assistant professor.
- The committee should include an appropriate representation of the female faculty members in the case a female department is available.
- A Secretary of the Committee.
-

Responsibilities of the Head of College Plans Committee:

- To continuously coordinate between the committee members and organize a specific meeting for discussing the programs.
- To set out a schedule to follow-up mechanism for the development of departments' programs.
- To communicate with college departments to follow up their programs development process.
- To coordinate with the college and University Course and Academic Programs Planning Unit regarding all related developmental aspects.

Responsibilities

- Identifying the vision, mission and goals of the College in accordance with the vision, mission and goals of the University.
- Identifying the requirements of college which are mandatory courses that students must study in one college regardless of the departments they follow. These courses are chosen in light of the labor market's needs and the college's vision, mission and goals. The minimum limit of college requirements is (4) credit hours, provided that they cover numerical skills, IT and communication skills and academic skills. These skills can be integrated into the following two courses with two credit hours per each:
 - Numerical Skills and IT

- Communication and Academic Skills

Formation of College Plans Committee:

- Providing scientific consultancy and considered proposals to the College Council regarding the development of college's academic plans and programs.
- Evaluating academic plans and programs provided by the departments, and submitting the committee minutes of meetings to the Dean of the College for approval.
- Studying the need of development and labor market for the new specializations, and submitting related proposals.

Fourth: College Council

Responsibilities

The College Council discusses and approves the academic plans before confirming and submitting them to the vice-dean of the college, supported by all required documents. (The required documents are listed in the item on Administrative Procedures For Approving Academic Plans and Programs).

Fifth: Academic Plans and Programs Unit

The Unit aims at promoting the educational process and its outputs, and helping the university achieve a prestigious world-class rank through the development and approval of academic plans and programs in accordance with public and private accreditation standards and quality assurance criteria.

Responsibilities

- Studying academic plans and programs and indicating their consistency with the effective standards and regulations of the University.

- Setting out principles and mechanisms for preparing the technical form of the academic plans and programs including leveling and coding according to the university standards.
- Ensuring the appropriateness and accuracy of the documents and forms attached to the academic plan or program.
- Ensuring that the preparing mechanism of the plans and program has been carried out according to the current administrative hierarchy and it was accredited and recommended according to the mechanisms issued by the Academic Plans And Programs Department.
- Developing forms and technical evaluation mechanisms for academic plans and programs.
- Working on standardizing and unifying the general appearance of the academic plans and programs in accordance with the National Commission for Academic Evaluation and Assessment.
- Getting support of editors specialized in Arabic and English and in the technical direction to review the academic plans and programs linguistically and technically.
- Establishing a data base for the completed (approved) academic plans and programs at the University.
- Studying whatever referred to the Unit from the Standing Committee for Academic Plans and Programs
- Preparing the Unit's annual report and submitting it to the University Rectorate for Educational Affairs.

Sixth: The Permanent Committee for Plans, Courses and Academic Accreditation

The Permanent Committee for Plans, Courses and Academic Accreditation is formed according to an administrative decision issued by his Excellency the Rector of University.

The committee consists of:

- Vice Rector for Educational and Academic Affairs Chairman
- Supervisor of the University Academic Plans and Programs Unit
- Representatives (10 to 15 faculty members) from various colleges
- Committee Rapporteur

The Vice Rector for Educational Affairs may include representatives of the Graduate Studies and Scientific Research Agency, the Deanship of Admission and Registration, and others of significant relevant expertise.

Responsibilities

- Reviewing the academic plans and programs received from colleges and departments, making sure they satisfy the requirements of the University, and taking appropriate related recommendations.
- Supervising and following-up the processes of developing academic plans and programs at the university and related approvals.
- Resolving disputes that may arise between the committees of plans and programs in the departments and Colleges, or any other related issues at university.
- Adopting the general principles and forms for academic plans and programs development at the university, and approving them.
- Adopting appropriate principles and mechanisms to ensure the implementation of academic plans and programs at the University.
- Approving the college responsible about the implementation of programs in case there is more than one college involved.
- Determining the elective courses of the university according to the recommendations of the colleges.
- Doing any other related tasks and duties assigned by his Excellency, the Rector of University.

Seventh: University council

Responsibilities

Final approval for a plan or academic program

Eighth: Deanship of Admission & registration

Responsibilities

Complete system procedures

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Forms

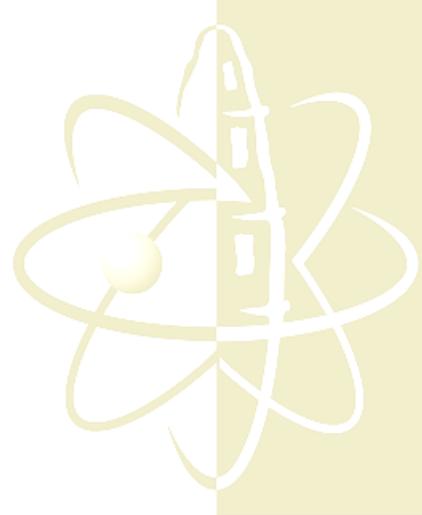
Requirements to Approve an Academic Plan

NO	ITEM	YES	NO	NOTES
1	A committee was formed to investigate the proposed plan in the department			
2	A training workshop was held for faculty members in the field of developing academic plans and programs			
3	The plan was approved by the Department council in a formal			

	meeting minutes.			
4	The plan was approved by the College Council in a formal meeting minutes on....			
5	Accreditation criteria of the National Commission for Academic Accreditation and Evaluation have been complied			
6	It was guided by a series of modern academic plans in the Arab & global Universities (a list is attached)			
7	it was guided by the views of those recruitment agencies concerned (a list is attached)			
8	It was guided by international references in the field of specialization (there is list).			
9	The hand book was guided by academic plans and programs.			
10	Students' views were surveyed about the plan through (questionnaires, workshops, Meetings, e - mail, etc ... (samples attached)			
11	The graduates' views were examined about the plan through questionnaires ,workshops Work, meetings, email, etc ... (samples attached)			
12	The outputs of education (skills, knowledge, attitudes) are identified, that was done at University, college, department level			
13	The plan contains a field training course (depending on the nature of the program).			
14	The practical aspect was intensified in some courses (depending on the nature of the program).			
15	The plan included a program for cooperative training(depending on the			

	nature of the program).			
16	It was cared about The development & increase of specialized skills			
17	The program descriptive form is included			
18	The Course Specification Form is included			
19	The language of teaching courses has been determined.			
20	A short form for course description was included			
21	A form for applying the plan was included			
22	The plan was presented to the department and college advisory council			
23	An application for a new plan or amended the existed one has been submitted			
24	The national qualifications framework has been adopted.			
25	Minimum credit hours have been specified			
26	Vision, mission and objectives are defined.			
27	The plan was judged by specialists.			
28	Designation of the qualification obtained by the graduate is determined.			
29	Conditions for admission to the program have been determined.			
30	The recruitment agencies where the graduate may be employed identified.			
31	The program matrix has been prepared.			
32	The program matrix that constituent with the national qualifications and reference comparison framework has been prepared			
33	Characterization of practical experience(if any)			

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Application form to develop – amend a plan

An application to develop /amend program

Your Excellency, /vice dean for educational affairs , Allah protects him ,

Peace , mercy and blessing of Allah upon you ,

But after

Attach to your Excellency an application for develop /amend an academic program according to the following basic information :-

Program name:

Program code :

Department name :

College :

Region :

Governorate :

Applicant information

Applicant name :

Academic department :

Scientific degree :

Academic degree :

Administrative position :

Mobile :

e-mail :

note that the information contained in this application has been discussed by the department council in its meeting (NO , date .../.../14.. H)

hence the college council recommended to develop (amend) the academic program , which in turns approved the department update /emendation in its meeting (NO , date .../... 14 H)

the attachments are correct , based on that I shall be signed ,

Applicant signature

.....

Please don't complete the information below

This application has been presented to

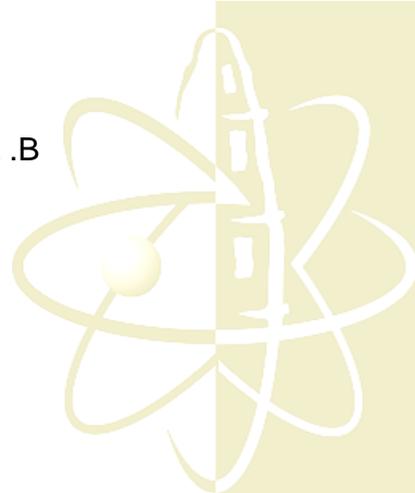
His administrative position

Date : .../.../ 14 .. H corresponding to .../.../ 200 A .B

Recipient name

Signature

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Manual guide

introduction:

The submission of an application for the development or modification of an academic program is an accurate process requiring filling in Multiple and correct information, So we hope you will read the model items carefully and fill in the information accurately, We also hope that you will keep away from the unjustified exaggeration and the abridging of information, So before you start filling in the form, please gather the necessary information that will help you complete this application in easy and accurate way , and the most important are :

- 1.-Information on the objectives, vision and future plan of the Program.
- 2.-Components and infrastructure of the program.
- 3-Teaching and administrative staff.

- 4.-Study plan and its components.
- 5- Feasibility study of the development or modification of the program (justification of the development and its economic impact on Community and work areas of department graduates .

Terms of Application:

- 1 - Fill the information in the attached forms in complete way . If you cannot fill in any information, Contact the University deanship for Educational Affairs Planning Committee.
- 2 - Attach all required documents and data to be submitted with the application .
3. The information collected should be accurate and clear.

Attachments:

When submitting this application , the following shall be attached:

- 1 - The program specification form constituent with the National Commission for Academic Accreditation and Evaluation , and according to the language of teaching Approved in the department .
- 2 - A form to describe the study plan courses according to the language of teaching approved in the department
- 3 - Minutes of the meetings of the plan committee in the department, and the plan committee in the college related to the amendment or developmentt study plan.
- 4 - Minutes of the meetings of the Department and the College containing the approval, accreditation and recommendation to develop (amendment) study plan.
5. Evidence of the actions taken prior to the preparation of the study plan (addressing the labor market) Or workshops, and meetings with the community, graduates and faculty members.
- 6- Evidence showing the mechanism for selecting, adopting and working on references.
- 7 - Correspondence and arbitration mechanisms that have been followed to arbitrate the plan
8. Any evidence or indication for the study plan quality and its conformity with national and global standards

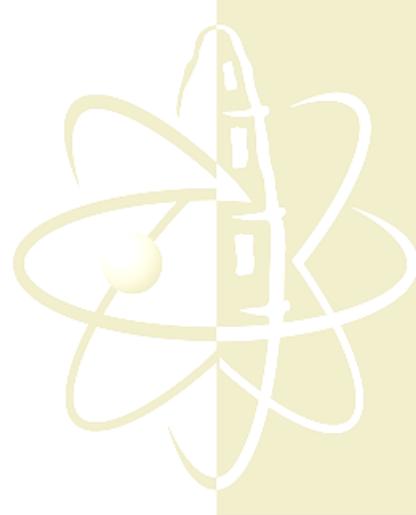
*** Note: The information in the attachments is provided with the application and is supposed to be processed first to help you on Filling in the program development application**

Application compilation Mechanism:

- 1 - Filling the application electronically.
- 2 - Print the application on one face clearly.
3. Three copies of the application and one copy of the annexes shall be submitted.
4. The annexes shall be attached to the last application and shall be referred to during the filling of the application submitted in the assigned box.
5. In the case of other annexes, they shall be attached and also indicated in the filling of the application in the determined box.

*** Note: If the application is not completed according to the conditions, it will be returned and received once again with a new one ... For detailed information, please read our Study Plan Preparation Guide issued from University deanship for Educational Affairs - Planning Committee.**

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The inclusive form for the academic plan

1- The College

Introduction
A brief of college
College vision
College mission
College objectives
Administration conditions
Number of students
Faculty members community
Infrastructure of college

College guidebook
College regulations

2- Departments , Academic Degrees & Programs of the College

Department		
NO	Academic programs in the department	Scientific degree
1		
2		
3		
4		
5		

Department		
NO	Academic programs in the department	Scientific degree
6		
7		
8		
9		
10		

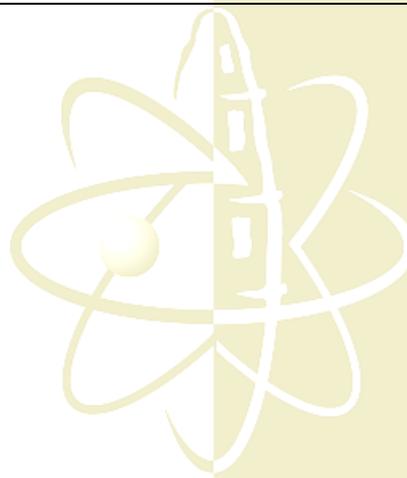
Department		
NO	Academic programs in the department	Scientific degree
11		
12		
13		
14		
15		

Department		
NO	Academic programs in the department	Scientific degree
16		
17		
18		
19		
20		

3- The Department

Introduction
A historical brief on the department
The department vision
The department mission
The department objectives
The correlation between the department & college mission , vision and objectives
Department courses
Training conditions (if any)
Graduation conditions
The department guidebook
The department regulations

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5- The Program

Program necessity:
Program vision :
Program mission
Program objectives
The need of the community & workforce for the program
Program specifications
The outcomes that expected after completion of the program
Employers after graduation the targeted
The program relation with other programs
the correlation of the program with college vision
Reasons for develop / amend program

4- Intended Outcomes of the Program

Cognitive skills	
6	
7	
8	
9	
10	

Relations and dealing with others skills ,taking the responsibility	
11	
12	
13	Knowledge
14	
15	
16	
17	
18	
19	Communication ,, ITC ,numbering skills
20	
21	
22	

6- Course Distribution on Levels

The plan credit hours distribution for the Specialization

The requirement	Type	Total Credit hours	% of total hours of plan
University Requirement	Obligatory		
	Voluntary		

College requirement	Obligatory		
	Voluntary		
Department prerequisite	Obligatory		
	Voluntary		
Free courses	Obligatory		
	Voluntary		
Total			100%

The University Obligatory prerequisite (20) hours

NO.	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /excises	Credit	
1								
2								
3								
4								
5								
6								
7								
8								

NO.	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /excises	Credit	
9								
10								
11								
12								
13								
14								

15								
16								

The University Voluntary prerequisites (9) hours

The University Obligatory prerequisite (12) hours

College Voluntary prerequisites (9) hours

NO.	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
17								
18								
19								
20								
21								
22								
23								
24								

NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
25								
26								
27								
28								
29								
30								
31								
32								

The department Obligatory prerequisite about 55% of credit hours

NO	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /excises	Credit	
33								
34								
35								
36								
37								
38								
39								
40								

Department Voluntary prerequisites (9) hours

NO.	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /excises	Credit	
41								
42								
43								
44								
45								
46								
47								
48								

Credit hours distribution within the plan at study level Level one

NO.	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /excises	Credit	

1								
2								
3								
4								
5								
6								
7								
8								

Level two

NO.	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
1								
2								
3								
4								
5								
6								
7								
8								

Level three

NO.	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
9								
10								
11								
12								
13								
14								
15								
16								

NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /exercises	Credit	
17								
18								
19								
20								
21								
22								
23								
24								

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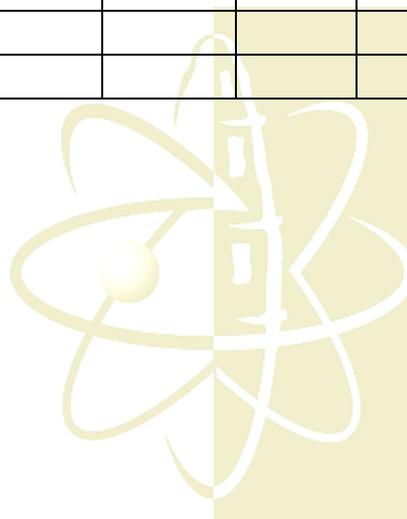
Level four

NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /exercises	Credit	
25								
26								
27								
28								
29								
30								
31								
32								

Level five

NO.	Course Number	Course Code	Course Name	Hours				Previous prerequisites
				Theoretical	Practical	Training /exercises	Credit	
33								
34								
35								
36								
37								
38								
39								
40								

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Level six

NO.	Course Number	Course code	Course name	Hours				Previous prerequisites
				Theoretical	Practical	Training /exercises	Credit	
41								
42								
43								
44								
45								
46								
47								

48								
----	--	--	--	--	--	--	--	--

Level seven

NO.	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
49								
50								
51								
52								
53								
54								
55								
56								

Jouf University

Level eight

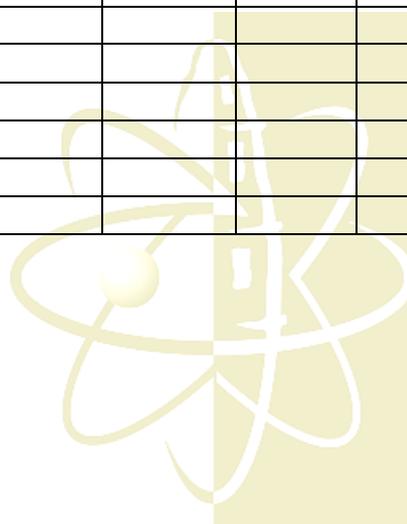
NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training /excises	Credit	
57								
58								
59								
60								
61								
62								
63								

64								
----	--	--	--	--	--	--	--	--

Level nine

NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training/excises	Credit	
65								
66								
67								
68								
69								
70								
71								
72								

جامعة الجوف
Jouf University



Level ten

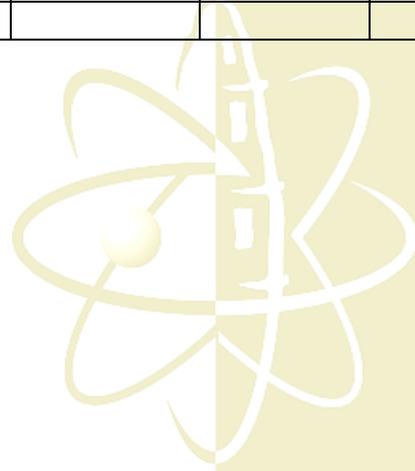
NO	Course Number	Course Code	Course Name	Hours				Pervious prerequisites
				Theoretical	Practical	Training/excises	Credit	
73								
74								
75								
76								
77								
78								

79								
80								

7- A list for faculty members

NO	Name	Specialization	Nationality	Scientific qualification	Birth date	Graduation University	Academic position	Notes

جامعة الجوف
Jouf University



8-Program Specifications According to (NCAAA) Model

To know guidelines for filling in this form , please review chapter two second part of the second handbook "internal quality assurance procedures" ,also would you please review the using instructions for program specification model that included in appendix 2 (B)

Organization	Report date
College :	Department :
College rector / department chief	

Include the administrative flowchart for the program

2- Mention all branches that introduce the program :

Branch 1:

Branch 2:

Branch 3:

Branch 4:

A. Program Details:

1. Name and Code of the Program:

2. Total credit hours required to complete the program:

3. Degree awarded upon the completion of the program:

4. Courses or disciplines covered by the program: (For example, Course of Transport Engineering , Course of Structural Engineering within the Program of Civil Engineering, psychological counseling pathway , Course of school psychology within the Program of psychology) :

5. Intermediate exit points and qualifications or certificates awarded (if any) (e.g. Associate degree under Bachelor's degree program) :

--

6. Professions or jobs (licensed professions, if any) for which students are qualified. If there is an early exit point from the program (e.g. diploma degree or fellowship, list the occupations or jobs that the student will be qualified for upon each exit point:

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7-			
a- New program :	- <input type="checkbox"/> Yes <input type="checkbox"/> No	Starting date of the program :	
b- Continuous program :	- <input type="checkbox"/> Yes <input type="checkbox"/> No	The year in which the last major review of the program was conducted :	
The authority responsible for conducting the last major review (e.g. internally within the institution) :			
Accreditation Authority review conducted by :		Other authorities review conducted by :	

8. Name of Program Coordinator or Program Leader. In case of appointing a female coordinator or female leader for the female and male students departments, their names should be added as well.

9. Date of the accreditation of the program by the concerned authority (Ministry of Education for NGOs and Higher Education Council for governmental institutions):

Branch campus	Accreditation Authority	Date of accreditation
Main branch		
Branch no 1 :		
Branch no 2 :		
Branch no 3 :		
Branch no 4 :		

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B. Working Environment of the Program:

1. Explain the reason for which the program was developed :

a. Summarize the economic, social, cultural or technological reasons , as well as reasons related to changes in national policy or other reasons .

b. Explain the relationship between the program and the mission of the educational institution and its objectives:

2. Relationship (if any) with other programs provided by the educational institution / college / department.

a. Does the program offer courses that prepare students for other programs?

Yes No

If Yes, what measures have been taken to ascertain that these courses meet students' needs in the programs?

b. Does the program require students to join courses provided by other departments?

Yes No

If Yes, what measures have been taken to ascertain that these courses provided by other departments meet students' needs in that program?

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3. Do the program potential students have any special needs or characteristics?(For example : students of evening part- time courses, students with special physical or educational needs, students with disability in IT skills, or language skills).

Yes No

4. What are the adaptations, or the services the program provides to be suitable to applicants with special needs ?

C. Mission, Goals and Objectives of the Program:

1. Mission of the program (please write down the mission statement in the space provided below):

--

2. Mention the Goals of the program. (For example: long-term, program-wide initiatives, if any)

3. Mention the goals and objectives of the program that help achieve its mission, then describe the measurable performance indicators for each objective (measurable) and identify the key strategies used to achieve these objectives.

Measurable objectives	Measurable performance indicators	Key strategies
-----------------------	-----------------------------------	----------------

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1-	1- 2- 3-	1- 2- 3-
2-	1- 2- 3-	1- 2- 3-
3-	1- 2- 3-	1- 2- 3-
4-	1- 2- 3-	1- 2- 3-

D. Structure and Management of the Program:

1. Program Specifications:

State the mandatory and elective courses provided in each semester , starting with the preparatory year until graduation , using the study plan schedule for the curricula below (a separate schedule for each branch should be included if the branch / site offers a different study plan).

The manual of the program or section should be available to students or other stakeholders. A copy of the program information is to be attached with the program specification module. Also, it should include the following information: mandatory and elective

courses, total of credit hours required to be completed, and prerequisites of department / college and university , as well as specification of courses that are to be taught in each semester or academic year.

Study Plan Schedule

* Prerequisite of the study course: Specify the code and number of courses required to be studied before joining this course.

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Level	Code and number of course	Name of the course	Mandatory or elective	Course prerequisites	Credit hours	College or department
Preparatory year						
First level						
Second level						
Third level						
Fourth level						

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Fifth level						
Sixth level						
Seventh level						
Eighth level						

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Add other levels as needed (summer courses , for example)						

2. Components of field experience (if any): (For example: hands- on or field training, collaborative programs, practical or field experience).

A summary of the practical, clinical or training components required by the program. Note: See the description module of field experience

a. Brief description of field experience activities:

b. At which level of the program, the field experience is presented? (e.g. academic year or semester):

c. Mention the time schedule of field experience times, and its arrangements: (For example : Three days a week for 4 weeks, full-time course for one semester)

d. Number of credit hours (if any)

3. Requirements for graduation research or project (if any):

A summary of the requirements of any project or research in the program (except for projects or research required for courses attended) , (A copy of the requirements for graduation research or project should be attached):

a. Brief description:

b. Number of key learning outcomes of the project or research:

c. At any stage of the program this project or research is conducted? (For example, the academic level):

d. Number of credit hours (if any):

e. Description of the mechanisms of guidance and academic support provided to students to complete the project:

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h. Description of the assessment procedures (including the mechanism of standards and criteria verification):

4. Learning outcomes according to learning areas, methods of assessment and teaching strategies:

Within the program, learning outcomes, assessment methods, and teaching strategies work in a unified and integrated system reflecting the consistent agreement between student learning and teaching process.

The National Qualifications Framework provides five learning areas. It is necessary to identify the learning outcomes for the first four learning areas, although some programs may require identifying the fifth learning outcome (Psychomotor Domain).

In the following table , the five learning areas under the National Qualifications Framework are numerically listed in the right column.

First: Insert measurable relevant learning outcomes that are required to be achieved in the relevant learning areas(See the examples mentioned below the table).

Second: Insert supportive teaching strategies that are compatible with assessment methods and target learning outcomes.

Third: Add appropriate assessment methods that measure and evaluate learning outcomes accurately. Each learning outcome, method of evaluation, and teaching strategy should be in total sync with each other and work in a reasonable way as an integrated learning and teaching process.

Learning Areas according to the national qualifications framework and learning outcomes	Teaching strategies	Assessment methods
---	---------------------	--------------------

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1.0	Knowledge		
1.1			
1.2			
1.3			
1.4			
2.0	Cognitive skills		
2.1			
2.2			
2.3			
2.4			
3.0	Interpersonal skills and assuming responsibility		
3.1			
3.2			
4.0	Communication and information technology skills and arithmetic skills		
4.1			
4.2			

5.0	Psychomotor skills		
5.1			
5.2			

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Mapping Matrix of Program Learning Outcomes

Insert the learning outcomes of the programs listed in the table above. Place each one in the appropriate box in the column provided for Learning Areas according to the National Qualifications Framework in the table below. Replace the codes and numbers of the courses under the title of the courses offered in the program with the codes and numbers of the courses of your program. Identify the level of teaching in each course using the following measurement levels codes:

Introduction Level = I Proficient Level = P Advanced Level = A

Learning Areas according to the National Qualifications Framework and Learning outcomes		Courses to be offered by the program												
		A 100	A 101	A 102	A 103	A 104	A 105	A 106	A 107	A 108	A 109	A 110	A 111	
	Knowledge													
0.1														
1.1														
2.1														
3.1														
4.1														
0.2	Cognitive skills													
2.1														
2.2														
3.2														
4.2														
0.3	Interpersonal skills and assuming responsibility													
1.3														
2.3														
0.4	Communication and information technology skills and arithmetic skills													
1.4														
2.4														
0.5	Psychomotor skills													
1.5														
2.5														

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5- Requirements of admission to the program:

Attach the specification provided in the rubric, or the bulletin that contains the program admission requirements, including any former requirements related to any courses or field experiences.

6. Requirements of attendance and completion of the program:

Attach the specification provided in the rubric or the bulletin that includes the following requirements:

- a. Attendance.
- b. Leveling up (from one year to another).
- c. Completion of the program or graduation requirements.

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e. Rules and regulations of evaluation and verification of standards

What are the measures taken to verify the standards of achievement? (For example : Review the corrections of a sample of tests or assignments , an independent assessment conducted by a faculty member affiliated to another educational institution, etc.).

Note that verification measures may vary from one course to another and from one learning area to another.

h. Manage student affairs and supporting them

1. Academic guidance for students

Describe the arrangements that are followed for academic guidance and students advisory services, including office hours schedule for faculty members, as well as guidance related to program planning, selection of courses, and future career planning (which may be available at the college level).

2. Students' grievances and complaints:

Attach the regulations related to student grievances for academic matters, including measures taken in consideration in such cases.

I. Learning resources, installations and equipment

1. (a) What are the measures taken by faculty members and persons ranking as such to make plans about how to use textbooks , references and other resources, as well as procedures for access to them, including electronic resources and web-based resources?

1. (b) What are the measures taken by faculty members and persons ranking as such to plan for the use of library resources, labs and classrooms, as well as procedures for access to them?

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2. What are the measures taken by faculty members and persons ranking as such to assess the appropriateness of textbooks , references and other available resources?

3. What are the measures taken by the students to assess the appropriateness of textbooks , references and other available resources?

4. What are the measures taken for accessing and adopting textbooks?

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K. Faculty members:

1. Recruitment

Summarize the procedures followed for the recruitment of new faculty members and those ranking as such to verify that they have

the appropriate qualifications and experience to carry out their teaching tasks.

2. Participation in planning, follow-up and review of the program processes

a. Describe the procedures followed to consult with faculty members and involve them in program quality monitoring, annual review, and plans for development .

b. Describe the procedures of the advisory body (if any)

3. Professional development

What are the arrangements in place for the development of faculty members, and those professionally ranking as such, regarding:

a. Developing teaching skills and student assessment skills:

b. Other professional development programs, including knowledge, and access to research and recent developments in the scientific field they are assigned to teach.

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4. Prepare new faculty members and those of their powers

Describe the procedures followed to prepare the newly appointed faculty members, visitors (visiting educators) or part-time professors to ensure their full understanding of the program and the role of the courses they are assigned to teach ... as one component of the program.

5. Faculty members and those of their powers (Part-time educators and visitors)

Summarize the policy of the program, department, college and university regarding the appointment of part- time educators and visiting educators (for example: required approvals, selection process, the ratio in proportion to the total number of faculty members ... etc.).

L. Evaluation of the program and development processes

1. The effectiveness of teaching

a. What are the quality assurance procedures followed to evaluate and improve learning outcomes development strategies in different learning areas?

b. What are the procedures followed to evaluate the skills of faculty members in using the planned strategies?

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2. Overall evaluation of the program :

a. What are the strategies used in the program to assess the overall quality of the program and the extent to which the target learning outcomes have been achieved by the program?
(i) Strategies used by the program current students and the graduates:
(ii) Strategies used by independent consultants or independent evaluators:
(iii) Strategies used by employers, advisory committees or other stakeholders

Note: Please include the following attachments when submitting the form:

- 1. Copies of the rules, regulations and other documents referred to in the form, preceded by a list of contents.*
- 2. Course specifications for all courses, including specifications of field experience courses (If applicable).*

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Official signatures

Dean / Chairman	Name	Job title/ Position	Signature	Date
Dean of the program or				

Chairman of the Board of Trustees in the main branch				
Branch 1:				
Branch 2:				
Branch 3:				
Branch 4 :				

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9. Course Specifications According to NCAAA Model:

Educational institution:	Date of the Report:
College :	Department :

a. Course identification and its relevant general information

1. Title and code of the course:
2. Credit Hours:
3. The program or programs under which the course is offered (If the course offers an elective subject within multiple programs , kindly indicate this matter instead of listing the programs):
4. Name of the faculty member who is assigned to provide the course :
5. Level or year in which the course is offered :
6. The former requirement of the course (if any):
7. The current requirement of the course (if any):
8. The location where the course will be provided unless it is not taught at the headquarters of the educational institution :

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9. Forms of education (put this mark (✓)in the right place) :	
a. Traditional semester <input type="checkbox"/>	Percentage
<input type="checkbox"/>	

b. Integrated education (traditional and electronic)

Percentage

c. Distance education

Percentage

d. Correspondence

Percentage

e. Other methods

Percentage

Notes:

b. Objectives

1. What is the main objective of this course ?

2. Briefly describe any plans executed to develop and improve the course. (For example: Highly use of references that rely on Information Technology or the web, or the changes in the content of the course based on the recent scientific research in the scientific field)

c. Course Specification (Note: please attach the general specification as shown in the program rubric or bulletin)

Course Description:

3. Expected additional learning hours that the student spent a week

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4. Learning outcomes relevant to the course according to learning areas under the national qualifications framework and the extent of its alignment with methods of assessment and teaching strategies.

In the following table, the five learning areas according to the national qualifications framework are included and are numbered in the right column .

First, insert the measurable proper learning outcomes that are required to be achieved in the relevant learning areas (See the examples proposed under the table) .

Second, include the supportive teaching strategies that are compatible with assessment methods and target learning outcomes.

Third, add the proper assessment methods that accurately measure and assess learning outcomes. Each learning outcome resulted based on the course, method of assessment, and teaching strategy should be in total sync with each other and work in a reasonable way as an integrated learning and teaching process . (Every course does not necessarily have to involve learning outcomes in each learning area).

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Serial	Learning Areas according to the National Qualifications Framework and Learning outcomes	Course teaching strategies	Assessment methods used in that course
0.1	Knowledge		
1.1			
2.1			
0.2	Cognitive skills		
1.2			
2.2			
0.3	Interpersonal skills and assuming responsibility		
1.3			
2.3			
0.4	Communication and information technology skills and arithmetic skills		
1.4			
2.4			
0.5	Psychomotor skills		
1.5			
2.5			

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5. Integrate learning outcomes of the program with learning outcomes of the course (learning outcomes of the course are to be presented in the left column while learning outcomes of the program are presented at the top) .

Learning outcomes of the course	Learning outcomes of the program (use the code of program learning outcomes in the form of program specification)								
	1.1	2.1		1.2		1.3		1.4	
1.1									
1.2									

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6. Schedule of assignments and tasks on which students are evaluated during the semester

	Assessment task (For example , essay , quiz, teamwork / group project	Delivery date of the assignment	Percentage of final assessment

	, classroom test , speech, oral presentation, ...etc.)		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

d. Academic guidance and support provided for students:

1. Arrangements set for faculty members and those of their powers to provide individual academic counseling and guidance to students.(Specify the expected duration / time period for faculty members and those of their powers per week)

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e. Educational resources

1. List of the textbooks:

2. List of the primary supportive bibliography (for example: periodicals, reports, ... etc.):

3. List of recommended bibliography (for example: periodicals, reports, ... etc.):

4. List of electronic resources (For example, Web sites, social media ... etc.):

5. Other educational materials, such as computer-based programs, CDs, software, or professional standards, or regulations :

h. Facilities and equipment required

Specify the needs of the course , including the size of the classrooms and labs: (For example : number of seats within the classrooms and labs , the availability of computers ... etc.).

1. Educational facilities (For example: classrooms, laboratories, or projection halls or exhibition/ presentation labs ... etc.):

2. Computer equipment (For example Audio and video devices/ AV, projectors, smart board, computer software ..., etc.):

3. Other resources (e.g. in case specific laboratory equipment are required, specify the needs or attach a list):

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k. Course Evaluation and Improvement steps:

1. Strategies for obtaining students feedback on the effectiveness of the teaching process:
2. Other strategies to evaluate the teaching process by the professor or the concerned department:
3. Teaching Improvement processes:
4. Check students' achievement levels (e.g. Review the correction task conducted by an independent faculty member for a sample of student assignments or periodically exchange the correction of tests or a sample of assignments with a faculty member affiliated to another educational institution):
5. Describe the planning arrangements for the periodic review of course effectiveness and plans for improvement:

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Name of Course Professor: _____

Signature: _____

Report

Completion

Date:

The report was received by: _____ Dean / Head of Department:

Signature: _____

Date: _____

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10. Brief Course Specification:

Name of the course:	Number and code of the course:
Former requirement of the course :	Course language of instruction:
Course Level:	Credit Hours:

Course Description

Course Objectives

Learning outcomes: (understanding, knowledge, intellectual and scientific skills)

After studying this course, the student is supposed to be able to:

--

Content of the course

List of topics	Number of weeks	Total of teaching Hours

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Course textbook and auxiliary references

Name of the textbook	Author Name	Publisher name	Year of Publication

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11. Prerequisites of program implementation:

1. Human resources:

What is the number of faculty members required to teach at the start phase of the program:

(If the professor is an available educator in other programs within the college, please indicate this in the box " Available or Not ")

General field of specialty (discipline)	Sub-discipline	Academic rank	Number required	The number available from other programs within the college
<p>What is the number of lecturers required at the start phase of teaching in the department: (If the lecturer is an available educator in other programs within the college, please indicate this in the box " Available or Not)</p>				
General field of specialty (discipline)	Sub-discipline	Number required	The number available from other programs within the college	

<p>What is the number of assistant professors required at the start phase of teaching in the department: (If the assistant professor is an available educator in other programs within the college, please indicate this in the box " Available or Not)</p>			
General field of specialty (discipline)	Sub-discipline	Number required	The number available from other programs within the college
<p>What is the number of technicians required at the start phase of teaching in the department: (If the technician is available in other programs within the college, please indicate this in the box " Available or Not)</p>			
General field of specialty (discipline)	Sub-discipline	Number required	The number available from other programs within the college

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2. material & financial resources						
- How many classrooms are required for the program? (Please illustrate the description and information of the classrooms required as a part of the Feasibility Study submitted with the request).						
Total number:			Currently required number:			
- What is the number of workshops required for the program: (Please illustrate the description and information of the classrooms required as a part of the Feasibility Study submitted with the request).						
Total number		Total cost	Fees	Currently required number:	Current cost	Fees
- What is the number of offices required for administration staff, services, meetings and conferences:						
Administratio n offices		Stude nt Servic es		Conference s		Meetings :

Please specify the administration and services offices required: (Head of the department, deputy, Secretary, Library).							

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12. Teaching and learning aids and resources:

1- Teaching and learning tools:
What are the learning tools necessary to implement the program: (Please select and describe the tool):
Traditional tools:
Audio Tools:
Visual aids:
Electronic instruments and software:
2- Teaching and learning resources:
Journals and periodicals:
Specialized websites:

Other learning resources: (Courses , workshops and training sessions):

3. Availability of learning resources:

What is the rate of currently available textbooks in the library for the courses provided under the program:	
What is the rate of journals and periodicals currently available and relevant to the program:	
What is the rate of auxiliary supportive scientific resources currently available in the library and will be adopted in teaching courses under the program:	

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- One main textbook, at least, will be allocated for each course in the plan with two auxiliary textbooks in addition to filling out the table below:

Course	Book	Author	Publisher	ISBN	Number of copies required	Number of available copies

13. Program Future Plan

(The future plan of program refers to the Department's five-year strategic plan since program's commencement)

1. What mechanism will be used to develop the program plan, when necessary?

-

-

-

-

-

2. What is the training plan to be developed and implemented for students?

-

-

-

-

-

3. What procedures will be taken to ensure the quality of education in the department through:

Academic Guidance



-	
-	
-	
-	
Assessment :	
-	
-	
-	
-	
The Teaching Process:	
-	
-	
-	
-	
Graduation Projects:	
-	
-	
-	
-	
Training:	
-	
-	
-	
-	
Others (list them):	
-	
-	

14. Quality Requirements

1. Study Plan (Academic Program):	
--	--

Was the programs described according to quality requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> Partially
Does the program achieve the learning outcomes that have been developed?	<input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> Partially
2. Scientific Courses Description	
Were the courses described according to the quality standards and compared to their counterparts in other universities?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Were the courses selected according to the ratios that can achieve the program outcomes?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Were the outputs of the scientific courses determined according to the identified standards?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
3. The Teaching Staff:	
Were the specialized faculty members selected to ensure the achievement of the academic program goals?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Do you think the necessary specialized faculty members are available for your department?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
In case that providing qualified specialized faculty is difficult, what is your alternative plan?	

To what extent the program expected learning outcomes are consistent with the National Qualifications Framework and benchmarking process?				
Comparison Aspect	National Qualifications Framework	Benchmarking Indicator	Proposed program	Consistency level
Knowledge				
Facts				
Concepts				
Theories				
Measures				
Cognitive Skills				
Interpersonal Relations And				

Bearing Responsibility Skills				
Communication Skills				
Psychomotor Skills				

Learning outcomes of academic programs and courses:

(The box that achieves the course learning outcome is marked with 'X', and that achieves it partially is marked with ' Y')

Learning outcome

A	Knowledge : Facts Concepts , Theories Procedures
B	Knowledge & Cognitive Skills : Application skills when creative thinking for problem solving is required
C	Interpersonal Relations And Bearing Responsibility Skills
C - 1	Responsibility For Learning
C - 2	Teamwork And Leadership
C -3	Ethical Standards For Behavior
D	Communication and use of IT & Numerical Skills
D -1	Verbal and written communication
D -2	Use of IT
D - 3	Basic Mathematics and Statistics
E	Psychomotor Skills

٤٤ (D-4)	٣٤ (D-3)	٢٤ (D-2)	١٤ (D-1)	٤ج (C-4)	٣ج (C-3)	٢ج (C-2)	١ج (C-1)	ب B	أ A	Course No. & Code	Course Title

What processes will be used to evaluate and improve current strategies for promoting the teaching process?	
-	
-	
-	
-	
What processes will be used to evaluate the collage's skills through using current strategies?	
-	
-	
-	
-	
What processes will be used in the program to obtain an overall evaluation of program quality and improving its outcomes?	
From students and graduates:	
-	
-	
-	
-	
From external evaluators :	
-	
-	
-	
From employees:	
-	
-	
-	
-	
What performance indicators will be used for observations and writing an annual report on the program quality?	
-	
-	
-	
-	
What procedures will be taken to review the evaluations and action plan of program improvement?	
-	
-	
-	

Supporting Forms

A form of how to complete the Course Specification Form

The course specification is based on seven basic axes:

- General information about the course:

Course title, number, credit hours, program offering, level, pre-requisites, co-requisites, requirements, and location of instruction.

- Course Objectives:

- Course Specification:

Course specification includes topics to be studied, distribution of topics to study weeks, number of hours, knowledge and skills included in this course, teaching strategies and methods of assessment.

- Support provided to student:

Support provided refers to procedures or arrangements for providing faculty members to academically guide students in need scheduling guidance time and availability during office hours.

- Learning Resources:

Learning resources include the required textbook book, additional references, periodicals and magazines that include recent related research, and electronic references.

- Required Facilities:

Required facilities include classrooms, labs, and equipments necessary for learning such as: computer and audio visual aids.

- Course Evaluation and Improvement Processes:

This includes an explanation of the strategies used to evaluate the effectiveness of teaching conducted by course instructor, head of department, and peers who are teaching the same course. And then, the course improvement includes procedures as clarifying the mechanisms for improvement as perceived by the faculty members, students, external references or peers with same specialization.

Educational institution:

College / department

- Herein the name of institution offering the course is written (Jouf University)
- The department offering the course (Department Arabic Language)
- Name of the college to which this department belongs (College of Administrative and Human Sciences)

A. Course Identification and General Information

Example

1. Course title and number:	English Listening 2 LANE 214
2. Credit Hours:	2 hours
3. Program(s) in which the course is offered:	English language program
4. Name of faculty member responsible for the course:	---
5. Level/year at which this course is offered	Offered in level 3
6. Pre-requisites for this course (if any):	None
7. Co-requisites for this course (if any):	None
8. Location if not on main campus:	Normally identified in the academic schedule
9. Language of instruction	

B. Objectives

1. A brief description of basic learning outcomes for students resisted this course:

A brief description of the course and most important objectives seeks to achieve:

This course introduces some selected features of spoken English and help students master them through listening and speaking activities. The most important features the course focuses on are stress, intonation and reductions. The course also provides students with different language functions that they can use in everyday situations. The course provides students with strategies for passing international language tests such as the TOFEL

2. Briefly describe any plans for developing and improving the course

C. Course Specification

- 1- Course topics to be studied and covered: including course contents, number of weeks and contact hours.
- 2- Course components: the total contact hours
- 3- Additional private study/learning hours expected from students per week (the average per semester not the actual contact hours).

Latest developments that can be used in this course including new technologies are stated. For example, the increased use of IT-based materials and references, the Internet, and

change in the content of the course based on the results of new scientific research in the field.

The course topics and subjects are distributed over the study weeks, indicating the number of teaching hours per as follows:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to the course and to the listening and speaking skills	1	4
Chapter 1: Education and student life	2	8
Chapter 2: City life	2	8
Chapter 4: Jobs and Professions	3	12
Chapter 6: Global connections	3	12
Chapter 7: Language and communication	2	8
Chapter 9: New frontiers	2	8

Developing learning outcomes in domains:

A) Knowledge:

- A Description of knowledge to be acquired in the course:

This includes, for example, in a poetry course, to recognize knowledge needed to be acquired in poetry, and the science of Arabic Poetry, its importance and establishment.

- Recognizing the most important terms related to the course.
- Recognizing writing Poetry texts.

- Teaching strategies required to develop this knowledge:

What methods are used to introduce this knowledge? In other words, how this knowledge is offered to students?

- Lecture.
 - Discussion.
 - Practical Training.
 - Homework/assignments.
 - Selection of a model application
- Methods of assessing acquired knowledge
 - What methods are used to assess students in the course? That is, how to make sure that this knowledge has been acquired and mastered by students?

- Direct questions.
- Application.
- Tests
- Assignments

B) Cognitive Skills:

1. Cognitive skills to be developed:

- This includes, for example, in a poetry course, acquisition of cognitive skills related to Arabic poetry for example.
 - To be able to analyze a poem verses.
 - To be able to distinguish kinds poetry verses.
 - To be able to analyze a poetry circles.
 - To be able to distinguish various rhymes of poetry.
 - To be able to compose Arabic poetry.

2. Teaching strategies used to develop cognitive skills

What methods are used to offer these skills to the student?

- Practice analyzing poetry texts continuously.
- Reading poetry texts and enjoying them
- Continuous Listening to analyzed poetry texts
- Composing poetry and evaluating the composed.

3. Methods for assessing student acquisition of cognitive skills

- What methods are used to assess student s in the course? That is, how to make sure that the cognitive skills have been acquired and mastered by students?
- Assignments of reading poetry correctly
- Tests
- Simulation of good poetry examples.
- Identifying errors in a poetry text.

C) Interpersonal Relations and Responsibility Skills:

1. A description of interpersonal relations skills and the ability to bear responsibility skills. Herein interpersonal relations and responsibility skills students should acquire and develop in an Arabic poetry course, for example, are clarified.

- Developing of singing poetry skill in front of others.
- Using poetic-related dialogues to develop relationships with others.
- Addressing verbal setting.

- Influence others through adjustment of the rhythmic poetry.
 - Explore and guide the poetic talents of others.
2. Teaching strategies used to develop interpersonal relations responsibility skills.
 - Poetry reading forums
 - Students' poetry dialogues
 3. Methods for assessing student acquisition of interpersonal relations responsibility skills:

What methods are used to assess students in the course? That is, how to make sure that the interpersonal relations responsibility skills have been acquired and mastered by students?

- Practical poetry singing settings in front of audience and related comments.
- Various tests

D) Communication, IT and Numerical Skills:

1. A description of Communication, IT and Numerical Skills required for development.

The communication, IT and numerical skills students should acquire and develop in an Arabic poetry course, for example, are clarified herein:

- The ability to use computer application in the specialization area.
 - Influence others through adjustment of the rhythmic poetry.
 - Explore and guide the poetic talents of others.
 -
2. Teaching strategies used to develop communication, IT and numerical skills.

Providing students with these applications and training them on how to be used and how to applied poetry verses through these applications .

1. Methods for assessing student acquisition of communication, IT and numerical skills:

What methods are used to assess students in the course? That is, how to make sure that the communication, IT and numerical skills have been acquired and mastered by students?

- Distinguishing good from poor poetry via computer applications.
- Various tests.
- Following up and observation.

E) Psychomotor Skills (if required):

1. A description of motor Skills with psychological source required for development.

The Psychomotor Skills students should acquire and develop in an Arabic poetry course, for example, are clarified herein:

- Adjusting the voice up and down when singing poetry.
2. Teaching strategies used to develop Psychomotor Skills.
- Studying the effect of poetic purposes on the tone of the poet .
3. Methods for assessing student acquisition of Psychomotor Skills.

What methods are used to assess students in the course? That is, how to make sure that the Psychomotor Skills have been acquired and mastered by students?

- Verbal test on the harmony level between poetry purpose and students voice tone.

4. Developing a schedule of assessment tasks for which students are assessed during the semester (recorded in Figure 5 course specifications).

Clarification is done according to items mentioned in the table:

- How students will be assessed in this course (oral test, written test, mid-term test, Final Exam, writing a research, Writing an article, submitting a report, Field Training, group project).
- Week of the assessment task.
- Marks distribution of assessment tasks as indicated below:

Assessment task no.	Type of assessment	Week due	Grade % out of the total
1	Direct oral questions	5	5
2	Oral test of correct reading of poetry	7	5
3	Oral test on rhyming	9	10
4	Regular test 1	4	10
5	Regular test 2	12	10

6	Mid-term test	10	20
7	Final exam	16	40

D. Student Support:

Support provided refers to procedures or arrangements for providing faculty members to academically guide students in need scheduling guidance time and availability during office hours. This includes:

- Continuous follow up of instructors in terms of announcing their office hours and posting them in clear place and providing students with course plan.
- Guidance through induction forums on their duties.
- Motivating through presenting examples of those committed to office hours or the advantage some student got from these office hours.

E. Learning Resources :

1. Main required book(s).
2. Basic references
3. Recommended list of books and references (periodicals, reports etc., to be attached).
4. E-materials, websites etc.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

The faculty member determines the main text book required for the course and other learning materials mentioned above which all are relevant to the course including links to websites that can be useful for students to achieve the learning outcomes and maximizing their learning of knowledge and skills. For example:

F. Requested facilities

- Educational facilities such as classrooms, laboratories etc.
- Computers
- Other materials (lab equipments, identify and attached a list of).

This aspect is concerned with ensuring an optimal learning environment for students in terms of indicating required teaching resources for example:

- classroom room with at least 30 desks.
- Theater/ stage
- A lab for training on relevant computer applications.

G. Course Evaluation and Improvement Processes

1. Strategies for obtaining student feedback on effectiveness of teaching.
2. Other strategies for evaluation of teaching by the instructor or by the Department
3. Processes for improvement of teaching.

4. Processes for verifying standards of student achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

This aspect is very important since it indicates the outcomes of the course and the teaching effectiveness, where a faculty member indicates how the learning is evaluated directly or through other parties. It also indicates relevant verification procedures conducted by the instructor including sampling or leveling of student answer sheets completed by peer instructors. This is in addition suggested improvement and course review processes .

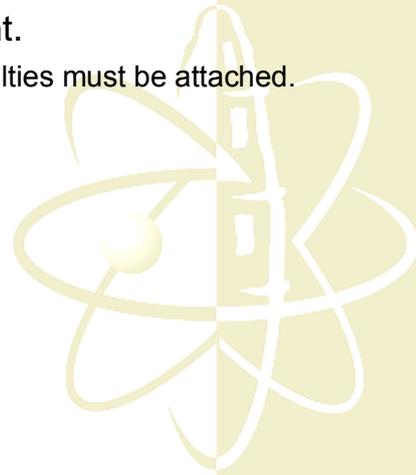
A Request To Establish a New Department or College

Application Type: New Department New Collage

- Proposed Name of Department/ Collage
 -
- Justifications for establishing a new Department/ Collage's
 -
- Number of current Departments in the Collage
 -
- Has a comparative study been conducted? YES NO
 - Yes, give the details of the study:
- Are there faculty members available in the department's or collage's specialization?
 - YES NO
 -
- Attach a list of specializations and names:
 -
- Are there proposed programs offered by the department or collage?
 -
- What are the goals of the department or collage?

-
- Does the proposed department or collage conform to the university strategy and goals?
-
- Has the availability of similar departments or collages within the university or its local external surroundings been considered? YES NO
-
- If YES, give details of the similarities or differences between what is active currently and what is proposed:
 -
 - * The regulations and rules of the Ministry of Education for establishment of new collages should be taken into account.
 - * A list of the collage's faculty members and their specialties must be attached.

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External Validation

University:
Collage:

Department:

Program Title

Item	Validation		
	Yes	No	Notes
Program Title			
Appropriateness of Program goals			
Appropriateness of Program Outputs			
Does the program cover the required cognitive and academic aspects?			
Does the program keep pace with the latest developments in the specialization?			
Does the program provide the required diversity?			
Are the program's offered courses modern?			
Does the program simulate academic educational programs in the leading higher education institutions?			
Do you think there is a need to add certain courses to the programs?			
Do you think there is a need to remove certain courses from the programs?			
Is the proposed number of hours appropriate?			
Are there certain courses need to be merged?			
Are the course references appropriate?			
Does the program cover quality requirements and academic accreditation?			
Are training requirements sufficient?			

Any further comments you'd like to address:

The referee's opinion in the program in general.

The referee's recommendation:

 The program is approved.

<input type="checkbox"/> The program is approved with suggested modifications such as: ----. <input type="checkbox"/> The program is disapproved for the reasons mentioned.
Personal information of the referee: Name: Academic degree: Specialization: Mobile No. E-mail address:

A Request to Open a New Academic Program

Collage:
Department:
Name of Proposed Program:
Program General Goals:
Program's Output
Justifications for opening the program:
Was the labor market considered? YES <input type="checkbox"/> NO <input type="checkbox"/> Detailed Clarification:
Location of Teaching the Program
Have similar programs in KSA been reviewed? YES <input type="checkbox"/> NO <input type="checkbox"/>

<p>Availability Of Faculty:</p> <p>A detailed list is to be attached</p>
<p>Equipment Sufficiency</p>
<p>Program Commencement Plan</p>
<p>Program Admission Terms</p>
<p>The program is offered for:</p> <p><input type="checkbox"/> Males <input type="checkbox"/> Females <input type="checkbox"/></p> <p>Both</p>
<p>Impacts of the new program on current ones in terms of:</p> <p>Number of students:</p> <p>Teaching Load of Faculty</p> <p>The need for contracting:</p> <p>Availability of classrooms:</p> <p>Labs</p>
<p>Would the program seek academic accreditation?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>Is there a plan for that?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>A list of similar programs in the region is to be attached:</p>
<p>A list of similar programs in prestigious universities is to be attached:</p>

Consistency Map Between Learning Outcomes of Courses and The Academic Program

Views of Stakeholders Regarding University Programs Survey

Your Excellency Dr/ Mr

Dear Honorable Sirs,

In order to ensure that the quality of university programs is consistent with the requirements of stakeholders, and as one step in adopting new academic programs or amending current ones with high level of quality, kindly respond to the items contained in the attached form according to the specified scale from '*Strongly Agree*' to '*Strongly Disagree*'. The information will remain confidential and will only be available to those concerned.

Note: please return this form within two weeks from receipt to the Department of Academic Plans & Programs via fax or e-mail.

Kindest Regards,

Axis	Item	Opinion				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
COGNITIVE SKILLS	The plan includes the necessary knowledge in the field of graduate employment.					
	The courses proposed in the plan are comprehensive.					
	The courses proposed in the plan achieve integration of each other.					
	The plan includes recent courses.					
	The plan focuses on knowledge that complies with recruitment requirements.					
SKILLS REQUIREMENTS	The plan includes courses on communication skills.					
	The plan includes courses on thinking skills.					
	The plan includes courses on leadership skills.					
	The plan includes courses on mastering English language skills.					
	The plan includes courses on Arabic language skills.					

	The plan includes courses on collaborative learning skills.					
TRAINING REQUIREMENTS	The Scientific courses are sufficient.					
	There is a training requirement.					
	Units assigned for training are adequate.					
	The training period is specified in a timely manner in the plan.					
	Training controls are clearly defined.					
IT REQUIREMENTS	There are sufficient courses in computer skills.					
	Distribution of courses in the plan is appropriate.					
	Computer courses are compatible with the nature of graduate work.					
	The computer is used in teaching students.					
	Students use computers in their communication with instructors.					
	Students use computers to prepare course requirements.					
EMPLOYMENT REQUIREMENTS	Graduates of Specialty are needed.					
	We need a number of years to meet the labor market's demand.					
	We have Saudi employees graduated from similar programs in the Kingdom.					
	We offer training programs for our new Saudi employees.					

Any other comments you'd like to add:

1.
2.
3.

Thank you deeply for giving us a part of your valuable time.

A Request to Establish A New Department

Your Excellency Dr. Vice Rector for Educational Affairs,
Peace Be Upon You,
Please find attached a request for establishing new department according to the following basic information:

Department Information:

Department Name:
Collage:
Area:
Governorate:

Applicant's information:

Applicant's Name:
Academic Department
Degree:
Academic Rank:
Administrative Position:
Mobile No. :
E-Mail Address:

Kindly be informed that the information mentioned in this request is valid and correct upon which I sign herein.

DO NOT fill in information below:

The application was submitted to:

Its administrative category is:

Date / / 143 H.

Corresponding to:

/ / 201

Received by:

Signature:

Guidance Manual

Introduction:

Requesting the establishment of new department is an accurate process requiring providing multiple and valid information. Therefore, kindly read the form items carefully and fill in the information accurately. It is also hoped that you will avoid unjustified redundancy or summaries that may affect information quality.

Before you start filling out the form, please gather the necessary information that will help you to complete this application smoothly and accurately taking into account the following important items:

1. Information related to the goals, vision and future plan of the department.
2. The components and infrastructure of the department.
3. The Teaching and administrative staff.
4. The course plan and its components.
5. Feasibility study on establishment of a new department (justifications of establishment, its economic impacts on community and areas of work for department's graduates).

Request Conditions:

1. Fill out full information in the attached form. For further support please call the University Agency for Educational Affairs (Planning Committee).
2. All required documents and data must be attached to the application.
3. Completing the form electronically, printing it out and reviewing it before submission as instructed.

Attachments:

1. A study indicating the importance of creating a new department, its economic impacts on community, areas of employment for department's graduates and the expected economic costs of the department.
2. Academic programs and plans and details of the course to be taught in the department.
3. The Programs specifications of according to the National Commission for Academic Accreditation and Assessment.
4. A list of books, references, journals and magazines necessary for the department.
5. A statistic showing the numbers of faculty, its required specializations, and the numbers of lecturers, and technicians if necessary.
6. Charts showing the size of classrooms and laboratories for the requested department.
7. A statement of the labs and workshop equipment (if any) to be purchased, and a statement of its total cost in general and filling in the relevant box.
8. A Statistic showing the availability of similar departments at the national, Arab and international levels and a statement of its importance.

9. - Requests, statistics or evidence indicating the need to create the department.

*Note: The information in the attachments is to be provided in the request form and is supposed to be prepared earlier in order to help you fill out the form.

How to complete an application:

1. The request must be completed electronically.
2. The request must be clearly printed out on one-sided paper.
3. Three copies of the request and three copies of attachments are to be submitted.
4. The attachments are to be enclosed to the last page of the request form and must be referred to during filling out the submitted request in the assigned area.
5. In case there are other attachments, they must be attached and also referred to during filling out the submitted request form in the assigned area.

* Note: In case the request has not been completed according to the Request Conditions, it will be returned and received again with a new form.

Defining the department :
Suggested name of the department:
The collage it will follow:
The scientific degree it will offer:
The number of plan hours:
Area:
City:
Province:
What is the expected academic semester to commence teaching:
Academic year:
Date: / / 143 H.

Importance Of The Department:
1. The Purpose of establishing the department:
2. Department Vision
3. Department Mission

4. Justifications of the department establishment :
5. The expected need of the labor market to the graduates of this department': <input type="checkbox"/> Urgent <input type="checkbox"/> important <input type="checkbox"/> Normal <input type="checkbox"/> Average

Basic components of the proposed department:			
Infrastructure:			
How many classrooms required for the department: (please state and explain information of the required classrooms within the study submitted with the request form)			
Total number :		Number required currently	
How many labs and workshops required for the department: (please state and explain information of the required labs and workshops within the study submitted with the request form)			

Total Number				Total cost		SAR	
Number required currently				Current cost		SAR	
How many required offices for the faculty, lecturers and teaching assistants?							
Total Number				Number required currently			
How many required offices for the Administration, services, meetings and conferences?							
Administration offices		Student services		Conferences		Meetings	
Please identify the required administration and services offices (Head of department, Assistant, secretary, library ... etc.)							
Department Academic programs: What are the academic programs to be taught in the department?							
By Establishment of department:				In future		Total credit hours	
1.				1.			
2.				2.			

3.		3.	
4.		4.	

What is the need for the above mentioned academic programs?

Economic need:

Social need:

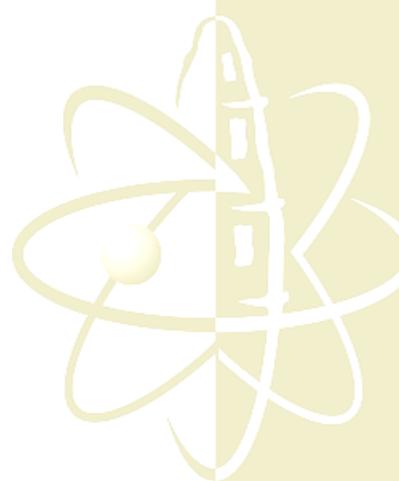
Cultural need:

Technology development need:

national policy Needs:

Others: (please state and indicate):

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What are the expected educational outputs of the programs (according to the National Commission for Academic Accreditation and Assessment)?

What are the ratio of courses required for the academic plan by the university, college and department?

Institute	Achievement ratio (%)	Number of credit hours
University		
Collage		
Department		
Others (please state)		
Total	١٠٠	

What is the achievement ratio of department courses out of other department:

5 10 15 20 25 30 35 others

(state)

1. Teaching staff, lecturers and teaching assistants:

How many faculty members are required from the beginning of teaching in the program?

(If the professor is available from other programs within the college, please indicate this in the item: available /not available)

Major specialization	Minor specialization	Required number	Available Number from other programs in the collage

How many lecturers are required by the beginning of teaching in the department? (if the lecturer is available from other programs within the college, please indicate that in the item: available /not available)

How many assistant instructors are required by the beginning of teaching in the department? (If the assistant instructors is available from other programs in the college, please indicate that in the item: available /not available)

How many technicians are required by the beginning of teaching in the department? (If the technician is available from other programs in the college, please indicate that in the item: available /not available)

Library and scientific resources:

The future plan of the department: (strategic plan for the next five years since commencement)

1. What are the educational degrees and majors offered in future:

BA. in

MA in:

PhD in:

2. What is the training plan to be developed and implemented for students?

1.

2.

3.

4.

What are the steps to be taken to ensure the academic quality of the department in future through:

Academic guidance :

Assessment:

The teaching process:

Graduation projects:

Training:

Others (state):

Program Consistency with the National Framework of Qualifications (NFQ)

Program's name:

Program's level:

Department:

Collage:

The Program is consistent with the National Framework of Qualifications in the following items:

Item	Ye s	N o	Notes
Qualified Title:			

Specifications of program levels (<i>Intermediate University Diploma, Diploma, or Bachelor Degree</i>).			
Specifications of Program Graduates are at the same level.			
The number of credit hours required for the qualification.			
Foundation or preparatory studies are additional and are not counted within the credit hours of the program.			
The academic load for regular full-time students is from (15) to (18) credit hours per semester in maximum.			
Minimum number of credit hours is (120) hours for a four-year university degree.			
Identified objectives of learning for the program include outcomes in all domains.			
The expected learning outcomes of the program are consistent in the domain of knowledge.			
The expected learning outcomes of the program are consistent in the domain of cognitive skills.			
The expected learning outcomes of the program are consistent in the domains of interpersonal skills and taking responsibility.			
The expected learning outcomes of the program are consistent in the domains of communication skills, information technology (IT) and numerical skills.			
The expected learning outcomes of the program are consistent in the domain of psycho-motor skills (if applicable).			
Appropriate distribution of responsibility about the achievement of these learning outcomes in the program courses and including it in the courses.			
The specifications of programs and courses include appropriate instruction methods and student activities for the learning outcomes in each domain.			
Tests and other types of assessment include appropriate methods of learning evaluation for each learning area.			
Program evaluations, including surveys of student, graduates or employers, or other evaluation mechanisms, are all concerned with the learning outcomes in every learning domain.			
All levels achieved in all learning domains are consistent with the graduates specifications and the learning outcomes descriptions for each level of qualifications (See: National Framework of Qualifications, p.18).			

Counterpart Programs Induction Form

Item		Program Required For Accreditation	Counterpart Program	Comparison & Comments
Program Name:				
Program Mission				
Program Objectives				
Learning Outcomes	A. knowledge			
	B. Cognitive skills			
	C. Interpersonal relations and responsibility Skills			
	D. Communication, IT & Numerical Skills			
	E. Psychomotor skills (if any)			
No. of hours				
Distribution of program plan on university, college and specialization requirements				
Field Experience (If Any)				
Admission Conditions				
Graduates Specifications				
Expected Employers for graduates				

A Summary of similarities between the two programs:

A Summary of counterpart Program's advantages which were not taken:

Additions and special features of the program to be accredited: