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Ministry of Education

Jazan University

The Vice Presidency for Academic
Affairs



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A Practical Guide

to

Designing Academic Plans and Programs

2018



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Foreword by the University President



Academic plans significantly roadmap academic performance, whereas effective delivery remains considerably attributable to the efficacy of academic plans. This makes it essential to continuously update and develop academic plans to optimally suit them to the present academic situation and align them with the national strategic plans.

In this regard, I call on my colleagues in the office of the Vice President for Academic Affairs, the Permanent Committee for Academic plans and Programs, faculty members and other staff in academic departments to put the practical guide of academic plans and programs to good use insofar as the department remains the starting-point for any upgrade or development of academic plans. I would also like to thank all those who participated in the creation of this practical guide, wishing them more success.

Prof. Mery H. Alqahtani



Foreword by the Vice President for Academic Affairs

We are pleased to present the Practical Guide for academic programs and plans as a framework for laying and updating academic plans and programs in line with the guidelines and objectives set forth in the university strategic plan to procure the objectives of national development commensurately with the 2030 vision.

We thank all colleagues who participated in the preparation of this practical guide, including deans, heads of departments and faculty members. I should like to thank the University President and vice presidents, for their valuable support during the preparation of this practical guide.

Associated Prof. Hassan A. Ishaq

Significance of the Academic Plans and Programs Practical Guide

This practical guide serves as a charter to which all colleges take recourse while preparing new, or developing existing plans to attain the following objectives:

1. To ensure that the academic plans of the various JU colleges have a unified outline that abides by the local and international standards of evaluation and academic accreditation.
2. To include the university requirements and graduation requisites in the academic plans.
3. To unify the course codes and numbers across all the colleges in the university.
4. To unify the course description and modes of evaluation across different departments.
5. To standardize procedures for different units and committees associated with academic plans and programs.

Definitions

The followings are some of the key terms that are used in this practical guide that can be used to properly guide its users:

Students

Jazan University male and female students.

The Academic Program

The sum of compulsory, elective and free courses which total hours constitute the graduation requirements that student must successfully fulfill to obtain a degree in each major.

Academic Plan

The sum of courses that are taken by each student; that vary in accordance with the number of elective courses he/she must take; and that ends with the student's obtainment of a particular degree.

Academic Year

Two main semesters, plus an option for a summer semester.

Academic Semester

A period of no less than 15 weeks during which the academic courses are delivered apart from the registration and final exams span.

Summer Semester

This is a period of 8 weeks during which the academic courses in a program are intensively taught. Registration and final examinations do not count as intrinsic to the summer semester. Each course weekly contact classes are doubled in a summer semester.

Academic Level

It refers to the student stage of learning in accordance with an approved academic plan.

Academic Course

This refers to an academic subject under an approved academic plan in a given program. Each course is given a specific code, number, name and a detailed description that distinguishes it from other courses; a file which is kept at the department to ensure continuous follow-up, evaluation and development. The academic course may have one or more pre-or-concurrent requisites.

Contact Hours

It is the theoretical weekly lectures which lasts no less than fifty (50) minutes, a clinical lesson which lasts no less than fifty (50) minutes, or the practical or field lesson which lasts no less than a hundred (100) minutes.

Requirements of Offering an Academic Degree

These are the minimum of the approved academic units that are required to be successfully completed for obtaining an academic degree in a given program.

University Compulsory Requirements

These are the subjects that should be studied by all students regardless of their major.

University Elective Requirements

These are the general courses that are selected by the student, and that are suggested by the departments and faculty councils. They are general courses which are approved by the University Council.

College Compulsory Requirements

These are the courses that must be studied by all students of a particular college regardless of their major. They constitute essential basic principles for the various majors within a college.

College Elective Requirements

These are the courses selected by students of a given college. They supplement the various majors within a college.

Compulsory Requirements of a Major

These are the courses that should be studied by the students of a particular major.

Elective Requirements of a Major

These are the courses selected by a student and that are offered by a department. They supplement the student's major.

A Prerequisite

It is the course that a student must study before enrolling in a particular course.

Free Courses

These are courses offered by JU college departments, are non-major courses, and have no prerequisites.

The Accredited Hours

They are allocated points for describing the amount of effort or the expected amount of education required for passing an academic degree, a specific course, or any academic unit within a program.

Actual Hours

These are the total of theoretical and practical hours and exercises that are studied by a student in order to acquire a course's skills and objectives.

The Required Number of Academic Units for Each University Major

The number of required credit hours for each major should be within the limits of the following table:

Table (1): Number of the required academic units for each university major

Colleges	No. of levels	No. of credit hours for each level	Total of graduation hours
Four-year degree program	8	15-18	120-144
Five-year degree program	10	15-20	150-200
Six-year degree program	12	15-20	180-216
Six-year degree program (Annual System)	6 years	30-40 per annum	180-216

General principles and fundamentals of designing and developing an academic program

When preparing or developing an academic plan and program, the following standards should be considered:

1. They should be built in accordance with Islamic principles.
2. They should give care to occupational ethics.
3. Adopt the criteria and characteristics of program and graduate stated in the document “National Qualifications Framework for Higher Education in Saudi Arabia”.
4. Abiding by the regulations: regulations of education, quality standards, the local and international academic accreditation and the academic system of Jazan University when preparing the plans and programs.
5. Abide by the vision, mission and objectives of Jazan university, respective college and department.
6. The official teaching language is the Arabic Language unless some specific programs are excluded by approved justifications.
7. The courses should give concern to the historical aspects of sciences and highlight the role of the Islamic Culture.
8. Plans should be built in a manner that serves the comprehensive national development and the developmental plans in a way that supports the national economy.
9. Ensuring no duality in courses with a college.
10. Emphasizing the unity of the academic departments at the university through coordinating with the various concerned university academic departments.
11. (Based on the Program) Considering the inclusion of a supportive or summer program and field training within a study plan.
12. Emphasizing the order of courses and determining the need of each course for a requirement or a prerequisite. It is preferable to reduce prerequisites where possible. It is preferable to reduce prerequisites where possible.
13. Developing students abilities in critical thinking, comprehension, participation, interaction, positive dialogue, analysis, teamwork, writing skills, communication, innovation and creativity in the various aspects of sciences and their components through achieving the balance between knowledge, abilities, skills, approaches, and values.
14. Developing students skills in scientific research, especially in applied fields.
15. Beneficiaries (governmental or private) of the graduates of the offered academic programs should be involved in recognizing the required skills for graduates. Also, a good relationship should be built with them so that it would contribute in the development of study plans and programs.
16. When designing an academic program, due consideration should be given to standards and requirements issued by scientific societies and professional bodies of the respective major.
17. The program should be built according to the needs of society and labor market.
18. Considering the general standards that should be present in any kind of planning such as:

- Considering the principle of prioritization. This requires the arrangement of courses that are included in the plan according to their importance.
- Considering reality and available resources.
- Adopting the idea of comprehensiveness and complementation. Comprehensiveness means in this context that the plan should contain all elements that have roles in the educational process. Complementation means studying the relation between the various aspects and to recognize the effect of each aspect on the other ones, positively and negatively.
- The accuracy of data and statistics.
- Flexibility; which means preparing and developing the plan where introducing modifications thereon becomes possible so that it always progresses towards achieving the sought objective, overcoming problems and obstacles.
- Continuation; the process of designing an academic plan should be a continual and connected and not for bound in limited period so that it does not become static, unprogressive, and lacking the support of and harmony with contemporary educational approaches.
- Advocating teamwork spirit: building academic plans should not be limited to one group or another other; all should take part, each according to their respective connection.

Basic Regulations of Designing Academic Plans and Programs

Before starting the preparation of Academic plans and programs, certain regulations that form the bases for academic plans and programs must be taken into account, like:

1. Vision, mission and objectives of the University.
2. Vision, mission and objectives of the college and its departments.
3. Identify the available and required human and material resources.
4. Identify labor market needs.
5. View, compare and get benefit from the experiences of local and international universities.
6. Apply the local and international academic accreditation standards.
7. Determine the requirements of graduation, and organize its hours in the general form that show (requirements of the university, the college and the department).
8. Identify the prerequisites of the courses.
9. Set a unified mechanism for numbering and coding the courses that are taught at the university.
10. Benefit from the views of relevant bodies such as the peer scientific centers, departments and the labor market regarding the proposed plan.

Course Coding

The numbering and coding of courses follow the rules below:

- **Course Code:** It consists of (2-4) letters symbolizing the department that provides the course, and it should follow the unified codes of the similar departments in all the university colleges and to be consistent with the universal coding methods.

- **Course number:** It refers to the sequence of one course in a department and consists of three numbers

a. Hundreds place: represents the academic year in which the course is taught as follows:

1. Preparatory Year Courses (0)
2. First Year (1)
3. Second Year (2)
4. Third Year (3)
5. Fourth Year (4)
6. Fifth Year (5)
7. Sixth Year (6)

b. Tens place: denotes the domain (specialization) in the department.

c. Units place: denotes the sequence of a course in certain specialization.

Preparation of Academic Plans and Programs

The steps of preparing academic plans and programs

Preparation of academic plans and programs has several steps, as in Figure (2):

First Stage: It has two steps:

A - Data Survey: To review the experiences of other universities, whether local or international. This survey focuses on several things:

1. Program name.
2. Vision and mission of the program.
3. Program objectives.
4. Learning outcomes expected from the program.
5. Graduates characteristics.
6. Program hours.
7. Distribution of hours according to the requirements of the university, college and major.
8. Creating a report on this (point).

B - Field survey to identify the needs of the labor market for the specialization; this is to be done as follows:

1. Determine who can benefit from this specialization.
2. Identify the views of the employer regarding the graduate's specification through various means of data collection.
3. Set graduates' characteristics.
4. Creating a report on this (point).

Second Stage: Analysis of the data obtained in the first stage includes:

1. Benchmark the proposed academic plan or program with the plans and programs of the surveyed local and international universities in terms of the points mentioned above, and then select the benchmark from accredited universities.
2. Prepare a matrix to identify the consistency of learning outcomes between the National Qualifications Framework for Higher Education in Saudi Arabia, the benchmark, and the proposed learning outcomes of the program (guideline 1).
3. Prepare the program matrix (guideline 1).

Third Stage: Final design and approval of the plan or course includes:

1. The designation of courses to the proposed study levels, taking into account the requirements of the courses and their scientific and logical sequence.
2. Choosing the appropriate training courses to develop the skills of the students so as to prepare them for the labor market.
3. Preparation of programs descriptions according to the latest models of the National Center for Evaluation and Academic Accreditation in the Evaluation of Education Commission.
4. Preparation of a description of all the program's courses and the field experience (if any) according to the latest version of the National Center for Assessment and Academic Accreditation in the Education Evaluation Commission.
5. Final revision of the plan by the department.
6. Review of the plan by experts (judges) specialized in the program, and make appropriate modifications.
7. Approving the academic plan or program as follows:
 - a. Reviewing the plan by the program committee in the department and the academic development unit of the college to ensure that it complies with the academic accreditation requirements.
 - b. Approving the plan or the academic program by the department council, then submitting it to the committee of the plans and programs in the college for review, and finally, submitting it to the college council, in case, it fulfills all the requirements
 - c. Approving the plan or the program by the College Council.
 - d. Submitting the plan or the program to the Deanship of Academic Development for review and ensuring that it fulfills all the requirements.

- e. The Deanship of Academic Development has to send back the academic plan or program to the College if it fulfills all the requirements, or request some modifications in case of essential observations.
- f. The academic plan or program shall be submitted to the Permanent Committee for the Plans, Curricula and Academic System in the university, which in turn, shall review it and ensure that all requirements are met and then submit it to the University Council for final approval.

Fourth Stage: Academic Plan or Program Evaluation:

The academic plan is to be evaluated constantly and is the responsibility of the department through:

1. Annual reports of the program.
2. Courses Report.
3. Field experience report.
4. Surveys of the students, graduates and employers views.
5. Any studies, reports or other social or scientific changes that may affect the program.
6. The program is to be reviewed every 5 years according to the accreditation cycle of the program and its results can be used to plan the development of the program
7. Support the previous steps with evidence to prove them.

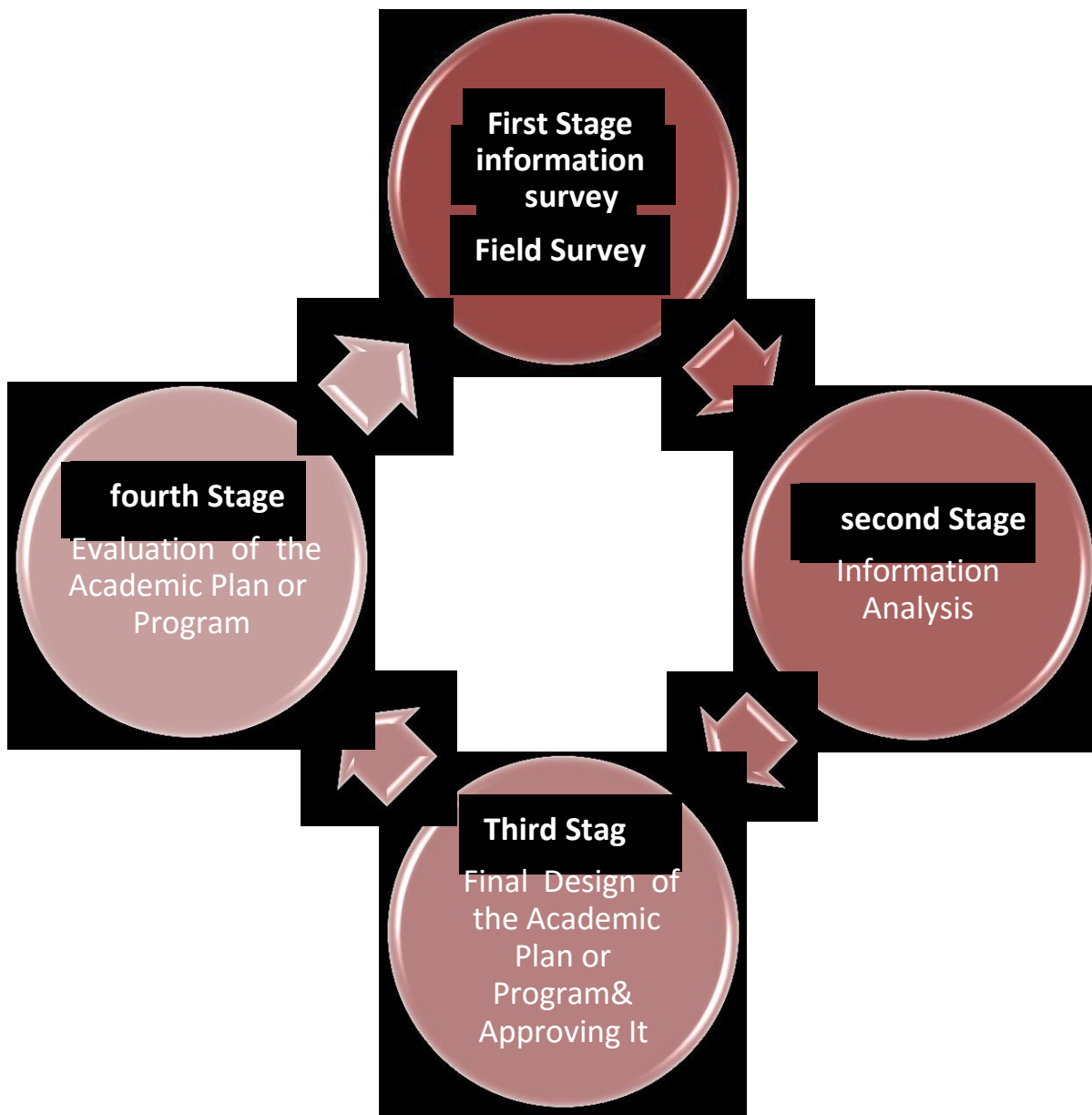


Figure 2 Stages of Academic Plan Preparation

Development of Academic Plans

It is a process of making some changes in the columns of the academic plan that is based on the technical and knowledge levels for the purposes of continuous improvement in the quality of the academic plan and upgrading its outcomes so as to keep up with the recent scientific and educational trends worldwide.

Justifications for Developing Academic Plans

There are many justifications for the development of the academic Plans or the programs which are based on a prior plan and such justifications are:

1. The passing of five years or more to be counted from the application of the academic plan or the program and the completion of feedback on the concerned plan
2. Keeping pace with arising changes and developments in the concerned scientific and educational fields
3. Improving the quality of the academic plan or the program by means of developing its aims and outcomes.

Apart from this, there are other justifications that call for the development of academic plans or programs, which are usually based on the current updates. These are:

1. Issuance of decrees or medications related to the educational sector and/ or concerned with the academic plan.
2. As a response to socio-economic requirements that complement the environment surrounding the university.
3. As a response to the results of research and studies on the status of the academic plans and future visions for conservative and precautionary objectives.
4. As a response to the requirements of the national and international bodies concerned with academic accreditation at the national and international levels.

Aspects of Academic Plan Development

This development encompasses a number of areas that can be divided as follows:

1. Development in the Knowledge Aspect of the Academic Plan

This refers to scientific and educational development in such a way that the learning content is updated in terms of course descriptions, aims, learning outcomes, textbooks and references etc.. of an academic plan or program.

2. Development of the Quality of the Academic Plan or Program

This refers to the development that conforms with an academic plan or program to quality requirements, such as:

- The vision, mission and aims of the study program.
- The learning outcomes of the study program.
- Teaching and evaluation styles.

3. Development of the Construction of the Academic Plan or Program

This refers to the development of course matrix of an academic plan or program based on its academic content by defining:

- Course level.
- Previous and concurrent course prerequisite.
- Number of credit hours and their distribution on the course.
- Name and code of the course.

Stages of Developing Academic Plans

First Stage: Studying the Status of the Academic Plan or the Current Study Program

This stage is very important especially if the development requirements are within the regular executive plan of developing the academic plan or program. In this stage, data and evidence are collected through questionnaires, studies and meetings, which all reflect the use of educational plans or programs during the preceding period of 4 to 5 years. Some of the important information and evidences are;

1. The results of the questionnaire concerning the program, its experience, and the questionnaire of courses evaluation through which we can recognize the following:
 - Excellence or shortcoming in the teaching and evaluation methods.
 - How much the academic plan is in line with vision, mission and aims of the program?
 - The effectiveness of the theoretical and technical content of the academic plan or program.
 - Problems related to course registration and its consistency with earlier courses.
 - The competency of the academic plan or program and their effect on the performance of students and whether or not the students are satisfied with them.
2. The reports on the courses during the semester which are considered as effective feedback in the evaluation of the strengths and weaknesses of the course in terms of the content, level, number of hours, prescribed textbooks & references, teaching & testing styles and the weekly distribution of the course topics.

3. The reports and the results of studies carried out to discover the needs of the labor market for the major and whether the academic plan or program needs new courses that would develop the students' skills and support them in getting into the labor market smoothly and successfully.
4. The graduate and the employer questionnaires that demonstrates how dependable and competent the learning outcomes are as they are being applied in reality. Such questionnaires help in building the knowledge content of academic plan or program and enhancing the applied skills especially training courses and graduation projects.

Second Stage: A Study of the Educational Trends, Scientific Developments, Systems and Instructions

1. Studying the knowledge developments, scientific and research trends through cross reference with local, regional and international universities to know the most important scientific developments and future challenges.
2. Keeping up with the national attitudes through the Ministry of Education, official authorities concerned with education in the Kingdom of Saudi Arabia, and also keeping up with the adopted educational policies such as the National Frame of Qualifications in Higher Education in the Kingdom of Saudi Arabia, the National Center for Evaluation & Academic Accreditation in the Education Evaluation Association and the AFAQ Plan.
3. Becoming familiar with the systems and instructions concerning the construction and development of the academic plan or program to be accredited in the university. Becoming familiar, also, with the most recent guidelines and evidences issued by the University Vice Presidency for Academic Affairs.
4. Continuous follow up of arising results and recommendations from the syllabus and program committees in the department that are relevant to syllabus or study program which are documented by appropriate reports, guides and so on.

Third Stage: Setting the Executive Plan for developing the Academic Plan or Program

During this stage, an executive plan is executed within a certain period, which is based on the formation of the necessary committees to study the results of the first and second stages so that the initiatives and activities can be determined. Also, the need for responsibilities, performance indicators and finances can be addressed. The initiatives and activities are to be harmonious both technically and knowledge-wise. They are also to be in a time sequence, and the most important activities can be summarized as follows:

1. Workshops should be organized exclusively for the purpose of developing the academic plan or program.
2. Assignment of specialist academic committees to study the contents of the fields of knowledge and the contents of the courses as per the results of the studies in the past.

Fourth Stage: Validating the Academic Plan or Program

At this stage, the academic plan or program is presented to, at least, two external referees who must be competent and experienced in the area. They should be in the rank of associate professor; but it is preferable that one of the referees should be in the rank of professor. Regarding this, the concerned department committee should look at the outcome of verification and comment on it and make any amendments.

Fifth Stage: Approving the Developed Academic Plan or Program

The academic plan or program being developed is to be approved by the department council and the college council. At this stage, all the guides and evidence related to the development of the academic plan or program are to be collected, the most important of which are:

1. The application form requesting the approval of the developed syllabus, which has been approved by University Vice Presidency for Academic Affairs in Arabic or in English (depending on which of the two is the language of the instruction). This includes the course description according to the latest version of the National Council for Assessment and Academic Accreditation in the Education Assessment Association.
2. A description of the program according to the latest version of the National Council for Assessment and Academic Accreditation in the Education Assessment Association.
3. Validating the syllabus and replying on it.
4. The minutes of the committees, the units, the department, the college all related to the development of the syllabus.
5. All reports of studies, workshops, lectures, cross-references and questionnaires used in the development of the syllabus.
6. Reports and minutes of the meetings of the council of the department and college council, and their development committees.

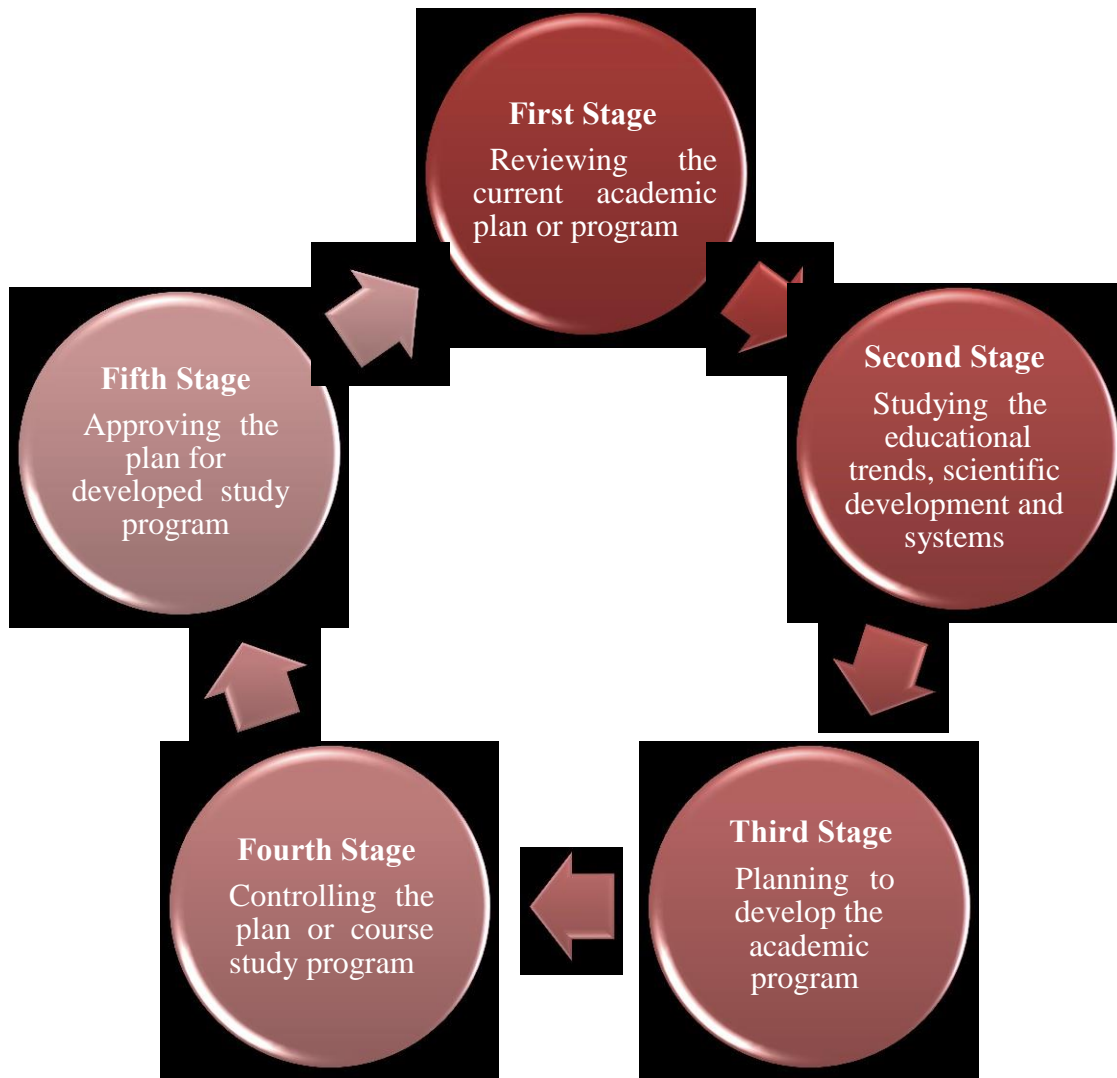


Figure (3) Stages of Developed Plans for the Academic Plans or Programs

Tasks and Authorization of Committees in charge of Academic Plans Design and Development

The following are the duties and jurisdictions of the committees in charge of academic plans design and development.

These committees are formed to investigate everything related to the preparation and development for Academic Plans and Programs and take into consideration the female students.

First: The Permanent Committee for Planning, Curricula and Academic System

The Permanent Committee for Planning, Curricula and Academic System is formed by the University Council and it promotes the following tasks:

1. To determine certain controls and mechanisms for the preparation and development for Academic Plans and Programs in accordance with the local and global regulations and accreditation bodies.
2. To consider the academic plans received from newly or developed colleges and to make the necessary recommendations for the University Council in the light of local and global criteria of accreditation bodies.
3. To provide opinions and advice that would raise the performance of academic units of the university.
4. To provide the forms and evidence that is necessary to prepare and develop the academic plan programs.
5. Any other tasks that are referred to the committee in concern.
6. The approval of special rewards for arbitration and external review for each program as well as the rewards of the collaborators of the Committee.
7. To recommend the approval of suggested contracts to develop the academic programs of scientific departments that tend to have limited faculty members or necessary expertise.
8. To approve the fundamental amendments to the curricula.

- To add, delete or make substantial amendments to the name of the program or college departments.
- To add, cancel or process the number of credit hours.
- To modify the level of study in which the course is taught, its name or code.
- To modify the distribution of credit hours for the course as theoretical hours, practical and field training, etc.
- To amend the accreditation or graduation requirement of the program.
- To add or cancel the amendment of the course objectives if reports indicate that such amendments are required.

Second: the committee for the main academic plans and programs in the college

The Committee of Planning Program of the main college is formed with the approval of the College Council, headed by the Dean of the College and consists of:

- Vice Dean for Academic Affairs.
- Vice Dean for Female Students.
- Quality Vice Dean or (Supervisor) as Rapporteur of the Committee.
- Program Manager in the Scholarship Section.
- Two advisors from the teaching staff (assistant professors), one from the male section and the other from the female section.

Mission

1. To review the planned programs provided by various college departments, and then submit it to the College Council.
2. To set a deadline for program committees in departments to follow the commitment of these committees to implement the curriculum development or modification.
3. To cooperate and coordinate with the program committees along with the Quality and Accreditation Unit of the college to hold workshops for faculty members for the preparation of course description, evaluation and development.
4. To recommend the approval and substantial changes proposed for the course for the Permanent Committee.

Third: programs' committee for academic departments

The Department Council can form the Program Committee according to the following regulations:

1. The Head of Department or anyone from the department Council among the most experienced and efficient faculty member is nominated as the head of the committee who will be a liaison between the Department Council and the Committee.
2. The Department Council (from the members of the Department Council) will appoint at least one member from each specific specialization in the program to serve the program committee.
3. At least, one of the beneficiaries from the outputs of this program is "Labor Market". **It**

Performs the Following tasks

1. To perform information survey of similar and selected programs from local, regional, or international colleges and set them as references for departments' courses.
2. To conduct questionnaire survey about students' view at the end of the course, as well as to collect a sample of students who graduated from the program. The results of these surveys should be included in the program development proposal, as well as the questionnaire of the graduated students.
3. To comply with the standards of the National Center for Academic Accreditation and Assessment in the Education Assessment Board and the National Qualification Framework for the higher Education in the Kingdom of Saudi Arabia, when preparing or developing the academic plan or program related to the same scientific specialization.
4. To perform periodic reviews of the program through the analysis of the annual report of the studied program, and then propose the suggestions in light of current and expected variables, and then submit all of this to the department council for approval or amendments.
5. Preparation and development of the academic plan program should be based according to the general constants, foundations, and standards of Jazan University Practical Guide for Academic Plans and Programs. Also to ensure their standards align with the National center for Academic accreditation and Assessment and other professional accreditation, at which point it is submitted to the department council for approval.
6. To nominate the arbitrators and have them approved from the department council.

7. The committee has the right to consider the modifications, proposals and make the necessary changes. If the committee is not able to consider these cases, the committee should submit justification for the department council.

8. Submit the minor proposed changes in the course to the Department Council for approval:
 - To modify the content or titles of lectures within the course, without prejudice to the course objectives.
 - To modify the previous or present course requirements.

Forms

First: Models of the National Center for Academic Assessment and Accreditation at the Commission of Education Evaluation in accordance with the latest version of the National Center for Assessment and Accreditation.

1. Program Description Form.
2. Course Specification Form.
3. Program Report Form.
4. Course Report Form.
5. Field Experience Description Form.
6. Field Experience Report Form.

Second: Guiding forms.

Guiding Form No (1):

Consistency of the expected learning outcomes of the program with the National Framework for Qualifications and Comparison

Guiding Form No (2):

Program Matrix.

Guiding Form No (3):

Pre-approval of the procedures of learning plans and programs.

Guiding Form (1)

Consistency of the expected learning outcomes of the program with the National Qualifications and Comparison Framework

Comparison Aspect	National Qualifications Framework	Reference Sign	The proposed program	The extent of consistency
Knowledge Facts Concepts Theories Measures				
Cognitive skills				
Interpersonal skills and responsibility				
Communication skills				
Psychomotor skills				

Explanation of consistency:

Guiding Form (2)

Program Matrix

Learning outcomes	Courses												
Course code and number													
Knowledge													
Facts, concepts, and procedures for theories													
Cognitive skills													
Exercising Creative thinking and problem solving skills when required													
Skills of relationships with others and responsibility													
Responsibility for learning													
Collective participation and leadership													
Respond responsibly in personal and professional situations													
Ethical standards of conduct													
Communication skills, information technology, and numeracy													
Oral and written communication													
Use of information technology													
Mathematics and Basic Statistics													
Motion skills													

Fully included in the course x partially included in the course

Guiding Form No (3)

Procedures before the approval of plans and programs of study

Department:

Specialization:

Program Level: Bachelor

Last update for the Plan and Program of the study:

Pre-Approval Procedures:

Item	Yes	No	Remark
A committee was formed to study the proposed study plan in the department.			
A training workshop was held for faculty members in the field of developing plans and study programs.			
The plan was approved by the Board of the Department in official meeting minutes in....			
The plan was approved by the College Council in formal meeting minutes on.....			
Accreditation criteria have been committed before the National Center for Academic Accreditation and Accreditation			
Guided by a series of modern study plans in Arab and international universities (attach a list).			
The views of the concerned parties were guided by the employers (attach a list).			
Guided by international references in the area of specialization (attach list).			
Students' views were polled in the study plan through (questionnaires, workshops, meetings, e-mail, etc.) (Samples are attached).			
The views of the graduates were surveyed in the study plan through (questionnaires, workshops, meetings, e-mail ... etc) (samples are attached).			
Outputs of education (skills, knowledge, attitudes) were identified (identified at the university, college, and department).			
The plan contains a field training course (as far as possible).			
The practical side has been intensified in some courses (as far as possible).			
The plan included a cooperative training program (as far as possible).			
The development of specialized skills has been taken care of and increased.			
The course description form is included.			
The Course Specification Form is included.			
The language of teaching courses has been determined.			

References

1. Charter System of Higher Education Council and Universities, 1436H (2015).
2. Documents of the National Center for Academic Assessment and Accreditation of the Education Evaluation Board.
3. Guide to the development of academic plans University of Majmah.
4. General framework for the preparation of academic plans Qassim University.
5. Criteria and requirements for building academic plans for Universities - King Khalid University.