



## **ATTACHMENT 3.**

# **T4. PROGRAM SPECIFICATIONS**

## **Kindergarten Program Specification**

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.

## Program Specifications

Institution: Jazan University

Date: 1437-1438H

### Main Campus:

College/Department: Education Sabya/ Kindergarten

### Branch:

College/Department: Science and Arts in Samth - kindergarten

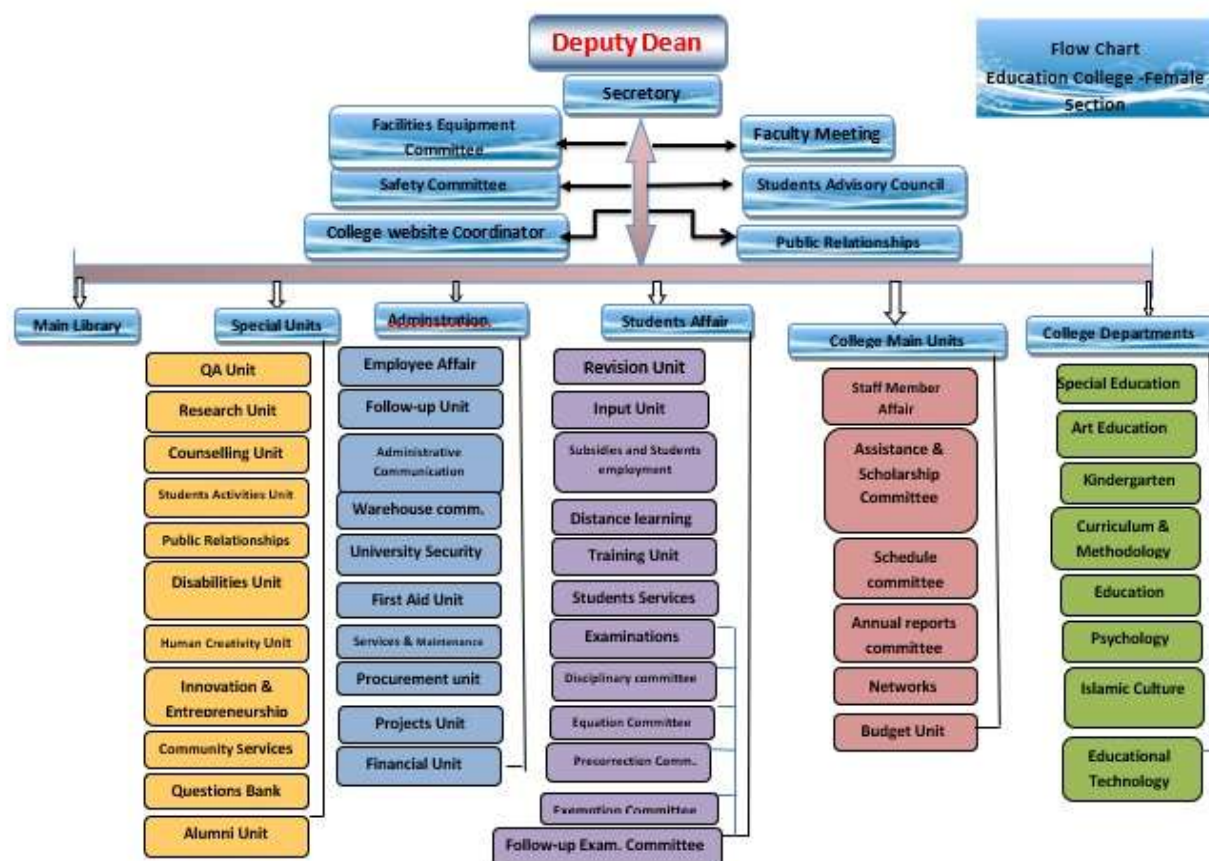
### Main Campus:

Deputy Dean/Department Head: Dr. Bdriah Alzahrani /Dr: EkramHamoudaElgendy

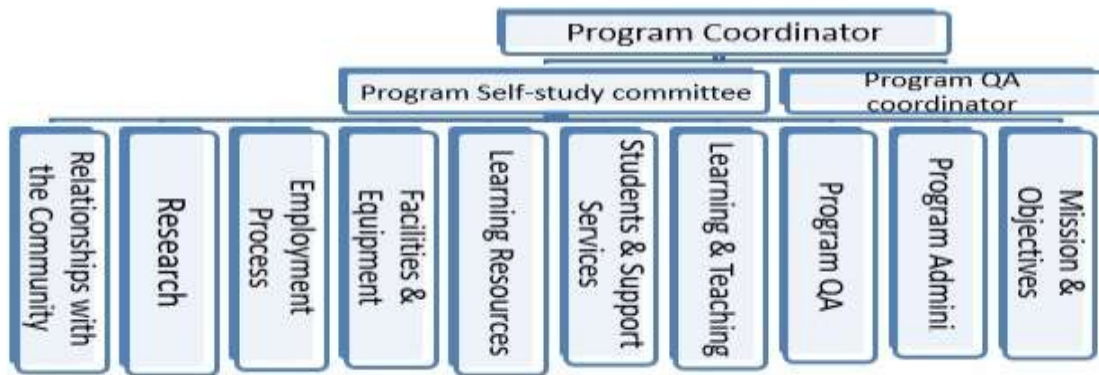
### Branch:

Dean/Department Head: Dr. Aisha Arishi / Dr. Hayat Ali Arishi

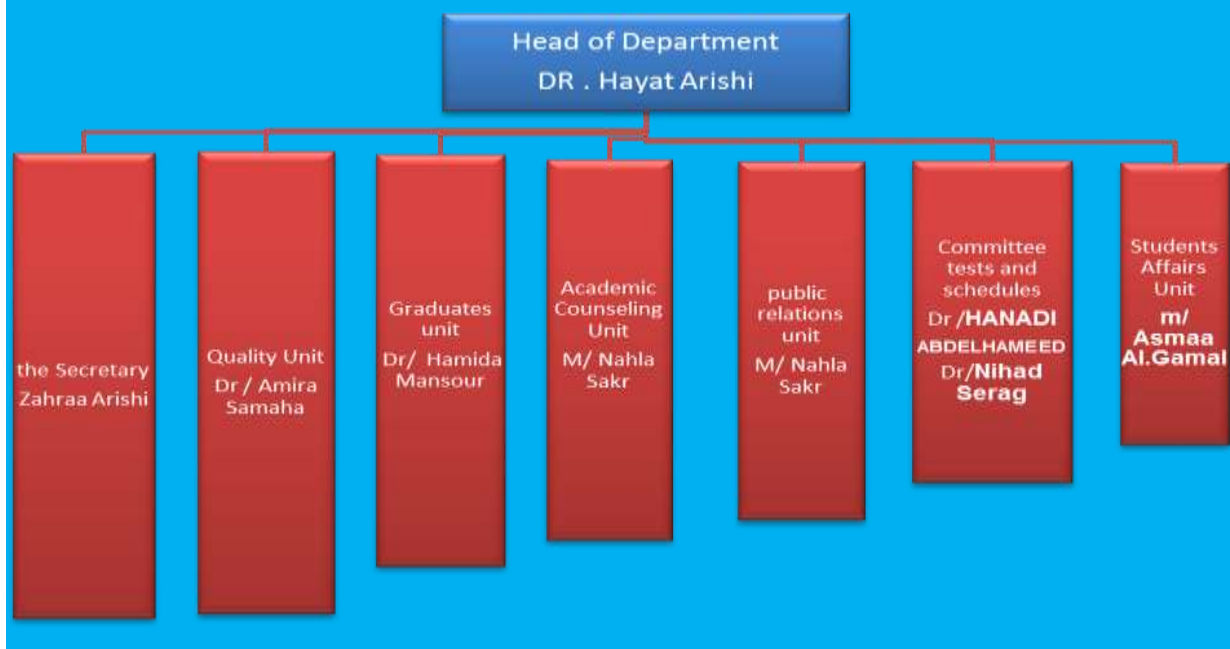
### Insert program and college administrative flowchart:



Kindergarten program - Sabya  
Flowchart



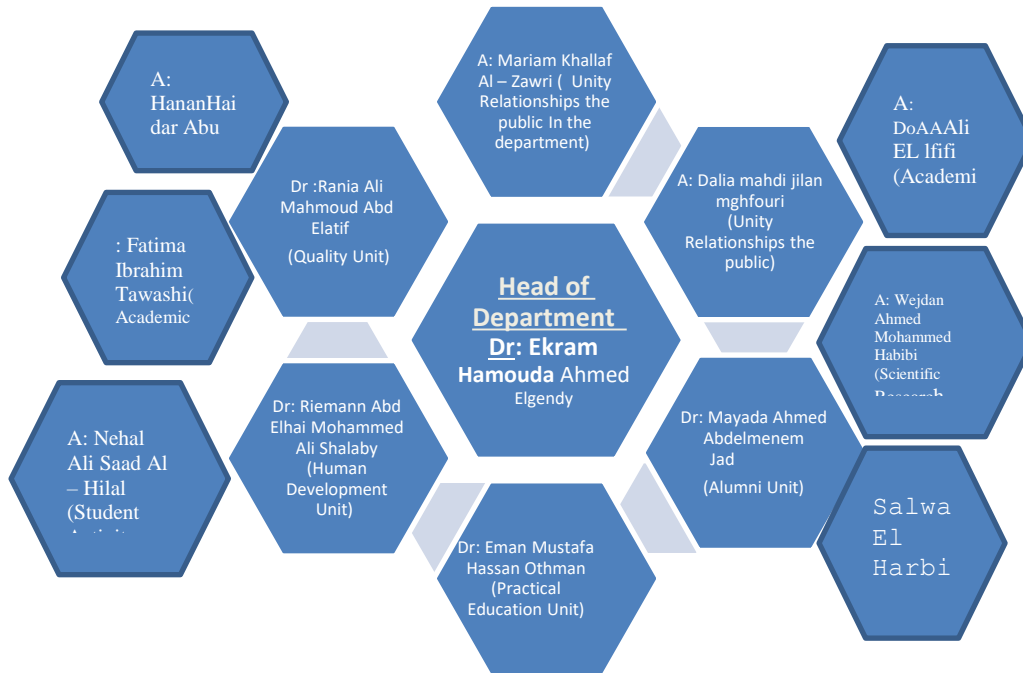
## The organizational structure of the Kindergarten Department



**List all branches offering this program:**

**Branch 1.** (Samtha) collage (Samtha)

## The organizational structure of the Kindergarten Department In Sabya



### A. Program Identification and General Information

<b>1. Program title and code: 2607 (kind)</b>	
<b>2. Total credit hours needed for completion of the program</b> 124 credits.	
<b>3. Award granted on completion of the program :</b> Bachelor of Education in kindergarten	
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program) There is No	
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) There is No	
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point) <ul style="list-style-type: none"> <li>❖ Teaching at government and private kindergartens.</li> <li>❖ Kindergarten teacher in public education.</li> <li>❖ Supervisor of educational activities and teaching aids for kindergartens.</li> <li>❖ Prepared for children's articles and activities in newspapers and magazines.</li> <li>❖ Establishment of kindergartens.</li> <li>❖ Mentor in centers of gifted and guidance families</li> <li>❖ Working with children's information institutions.</li> <li>❖ Supervisor of educational activities and teaching aids for kindergartens.</li> <li>❖ Prepare for children's articles and activities in newspapers and magazines.</li> <li>❖ Advisor in gifted centers and family's guidance.</li> </ul>	
7. (a) New Program <input type="checkbox"/>	Planned starting date <input type="text"/>
(b) Continuing Program <input checked="" type="checkbox"/>	Year of most recent major program review <input type="text" value="1438-1439"/>
—List recent major review or accreditation contracts.	
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both. Dr: Ekram Hamouda Elgendy– Sabya & Dr: Hayat Arishy -Samth	

9. Date of approval by the authorized body (MOE).

Campus Location	Approval By	Date
Main Campus:Sabia	Ministry of Higher Education	1429 - 1430H
Branch 1:Samth	Ministry of Higher Education	1429-1430 (Beginning 1422 -1423 H)

## B. Program Context

**1. Explain why the program was established.**

**Main campus:**

Kindergarten program introduced at College of education in 1429/1430 H, to meet the pre-schools needs for a specialist teacher in kindergarten, to face the severe shortage of this specialization, which reached more than to 60%. Also, to meet the childhoods' services centers' needs for qualified individuals in kindergarten field.

**Branch:**

Kindergarten program introduced at the Faculty of Science and Arts in Samtha in 1422 - 1423H to Prepare kindergarten teachers at a level of academic and vocational preparation that keeps abreast of contemporary developments, and other national, social or cultural policy developments, technical developments, economic reasons.

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

- 1- The program fulfills the mission of the college in the preparation of a conscious intellectual graduate of its heritage and civilization. It is committed to the ethics of the profession. It is equipped with knowledge, skills and technical skills. It has the ability to carry out quality scientific research, and provides professional services in the field of education and human resources development.
- 2- The program also achieves the objectives of the college in developing the spirit of loyalty and pride in the homeland, maintaining and developing it, developing the spirit of collaborative teamwork, preparing teachers and professionals, and qualifying them for teaching and teaching in the general education stages
- 3- The program's mission includes the preparation of scientifically qualified, educational and professional teachers in the field of kindergartens capable of competing in the labor market, and participate in the provision of research and educational services to the community in the area of childhood.
- 4- The Foundation also aims to prepare professional educators and qualified scientific, educational and vocational professionals who are competent in the profession of kindergartens and other disciplines. The kindergarten program seeks to achieve this mission.

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

☐ Yes

**a. Does this program offer courses that students in other programs are required to take?**

☐ No

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

**b. Does the program require students to take courses taught by other departments?**

☒ YES

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

The program Study Plan includes courses from other departments as a program requirement. These courses taught to program student in different level, such as education, psychology, Islamic culture, curriculum and the Faculty of Arts ... etc.

Each course has course specification and course plan to ensure that these courses meet the needs of the students in this program. The objectives of these courses set according to kindergarten program needs.

**3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (e.g. Part time evening students, physical and academic disabilities, limited IT or language skills).**



Yes



No

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

Specific needs divided into two aspects:

First: special needs or physical, psychological, and educational problems  
In this regard, a committee was formed in a program called the Special Needs Committee. The problem that prevented the completion of the study is identified, then it is resolved immediately by the committee.

Example: A student who suffers from anemia or an operation in her legs and does not have the ability to climb the stairs. In such cases, the committee can change her schedule to change the place of the lecture so that it can continue her study

Second: the winners or those with specific characteristics such as mastering of effective communication skills and excellence in memorizing the Quran and Hadiths, and students who participating in competitions at the level of the program and the university, and academically superior, are encouraged to participate in scientific research.



### **C. Mission, Goals and Objectives**

#### **Program Mission**

Preparation of qualified scientific and educational teachers in the field of kindergartens based on competition in the labor market and participation in the provision of research and educational services to society in the fields of childhood and its issues, and are confident of their heritage and culture, committed to the ethics of the profession.

• **List Program Goals (e.g. long term, broad based initiatives for the program, if any)**

- 1 / Prepare cadres and scientific competencies to serve the field of childhood
- 2 / Encourage students to discuss, dialogue and critical thinking
- 3 / Hold training and educational courses to spread cultural awareness in the field of childhood
- 4 / Give the students the ability to assume responsibility and take the role specified for them.
- 5 / Encourage the students and training them to practice manual labor and making the means at the lowest cost of the raw materials consumed
- 6 / The so-called productive unit so that the kindergartens within the college to serve the community and kindergartens in the region
- 7 / Work on the development of methods and strategies of teaching and new strategies
- 8 / Activate the role of office clocks and spreading the spirit of cooperation between students and professors.
- 9/ Help students to give a brief idea about the history of the kindergarten
- 10 / Help students to know the most important educational views of specialists about a preschool children education.

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

Measurable Objectives	Measurable Performance Indicators	Major Strategies
Provide opportunities for the professional and academic development of female students in line with the requirements of the labor market in the light of rapid societal changes and challenges	Attendance rate for courses / workshops – questionnaires and surveys of employers and graduates	The formation of an advisory group of members of the teaching staff of specialists - Training courses for students - Workshops for members Training courses
prepare educational research in a systematic manner to overcome some social and environmental problems in the field of child education	- Number of researches for participants. - Percentage of participants in conferences and scientific forums	- Participation in conferences and conferences
. Use effective teaching strategies in the light of recent trends in child education	- Analysis of the curriculum questionnaires	Miniature teaching of peers - Follow-up of the members of the teaching staff at the sites of experience
. - Follow-up rates of academic progress for students from one year to the next year and rates and completion of the program successfully	- Percentage of participation in courses and activities	Holding training and educational courses
Providing students with the necessary skills to serve the community, effective community participation and volunteering	Implementation of activities	External Posts Training and educational courses

## D. Program Structure and Organization

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

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

### Curriculum Study Plan Table

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

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Level 1	arb 101	Language skills			2	U
	Comp 101	Introduction to Computer			3	U
	Islam 101	Islamic Culture <sub>1</sub>			2	C
	Eng. 115	English language			3	C
	Scien. 101	Health culture			2	U
	Total				12	
Level 2	Islam 102	Islamic culture <sub>2</sub>			2	U
	Arab 102	Arabic Editing			2	U
	Psy 101	Development of thinking skills			3	C
	Eng. 116	English Language 2		115 Eng.-3	3	C
	Psy.102	Research Methodology			2	C
	Total				12	
Level 3	Edu 112	Islamic educational thought			2	C
	Psy 111	Introduction to Psychology			2	S
	Meth 111	Exploratory Experiences in the Profession			2	C
	kind 111	Introduction to kindergarten			2	S
	kind 121	International and local child organizations			2	S
	Math 013	Principle of Mathematics			2	S
	Psy 212	Pre-School Child Growth			3	S
	SLM 103	Islamic Culture <sub>3</sub>			2	U
	Total				17	
Level 4	Special. 111	Introduction to Special Education			3	C
	Edu. 211	Education and learning communities			2	C
	Scien. 101	Introduction to General Science			3	S
	Psy 211	Educational psychology			3	C
	Meth 211	Principles of curricula and teaching methods			3	C
	Tech 111	Introduction to Educational Technology			2	C
	kind 131	Food and child nutrition			2	S

	<b>Total</b>				<b>18</b>	
<b>Level 5</b>	<b>Islam 104</b>	<b>Islamic culture 4</b>			<b>2</b>	<b>U</b>
	<b>Art. 252</b>	<b>The expressive arts for child</b>			<b>3</b>	<b>S</b>
	<b>kind 222</b>	<b>Religious and social education</b>			<b>3</b>	<b>S</b>
	<b>Edu 231</b>	<b>Movement and health</b>			<b>2</b>	<b>C</b>
	<b>kind 232</b>	<b>Child Health and Care</b>			<b>2</b>	<b>S</b>
	<b>kind 241</b>	<b>children's literature</b>			<b>3</b>	<b>S</b>
	<b>kind 251</b>	<b>Planning and implementation of early childhood curricula</b>		<b>211 Meth – 3</b>	<b>3</b>	<b>S</b>
	<b>Total</b>			<b>111 Tech -2</b>	<b>18</b>	
<b>Level 6</b>	<b>Tech 313</b>	<b>Computer Applications in Kindergartens</b>		<b>111Tech-2</b>	<b>2</b>	<b>S</b>
	<b>kind 312</b>	<b>Developmental learning difficulties</b>		<b>Spec 111-3</b>	<b>2</b>	<b>S</b>
	<b>kind 314</b>	<b>Children Games</b>			<b>3</b>	<b>S</b>
	<b>kind 323</b>	<b>Kindergarten, family and community</b>			<b>2</b>	<b>S</b>
	<b>kind 352</b>	<b>Development of concepts and language skills</b>		<b>241 kind-3</b>	<b>3</b>	<b>S</b>
	<b>kind 353</b>	<b>Development of mathematical and scientific concepts</b>			<b>3</b>	<b>S</b>
	<b>Psy 231</b>	<b>Child mental health</b>			<b>2</b>	<b>S</b>
	<b>Psy 232</b>	<b>Psychological guidance and counseling</b>			<b>2</b>	<b>C</b>
	<b>Total</b>				<b>19</b>	
<b>Level 7</b>	<b>kind 354</b>	<b>Development of physical and motor skills</b>			<b>2</b>	<b>S</b>
	<b>kind 355</b>	<b>Social studies and its developmental concepts</b>			<b>3</b>	<b>S</b>
	<b>Art 416</b>	<b>Art and society</b>			<b>1</b>	<b>C</b>
	<b>kind 415</b>	<b>Special theme in early childhood</b>			<b>3</b>	<b>S</b>
	<b>Psy 422</b>	<b>Measurement and Evaluation in Early Childhood</b>		<b>251 kind-3</b>	<b>3</b>	<b>S</b>
	<b>kind 424</b>	<b>Management of Nurseries and kindergartens</b>			<b>2</b>	<b>S</b>
	<b>kind 442</b>	<b>Writing for children</b>		<b>241 kind-3</b>	<b>2</b>	<b>S</b>
	<b>Meth 412</b>	<b>Management of learning environment</b>		<b>352 kind-3</b> <b>251 kind-3</b>	<b>2</b>	<b>C</b>
	<b>Total</b>				<b>18</b>	
<b>Level 8</b>	<b>kind 456</b>	<b>Professional Seminar</b>			<b>2</b>	<b>S</b>
	<b>Meth 457</b>	<b>Field of Experience in kindergartens</b>			<b>8</b>	<b>C</b>
	<b>Total</b>				<b>10</b>	
	<b>Include additional levels if needed (i.e. summer courses).</b>					
	<b>Total=( 124) credits</b>					

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

<p><b>Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification (for example:</b>  <b>Practical or field experience, year of excellence for students in health disciplines, cooperative training, etc.): a summary of the clinical, clinical or year of internship required in the program, noting that there is a model for characterizing the field experience similar to the course description form must be prepared for any field experience (process) that is required by the requirements of the program</b></p>
<p><b>a. Brief description of field experience activity</b></p> <p>Kindergarten Students spend the field training period in Kindergartens, Nurseries and also can be trained for some time in associations responsible for children, Service centers and child research centers.</p>
<p><b>b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)</b></p> <p>The Fourth Year Eighth Level</p>
<p><b>c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)</b></p> <ul style="list-style-type: none"> <li>• Four days per week</li> </ul>
<p><b>d. Number of credit hours (if any)</b></p> <ul style="list-style-type: none"> <li>• ( 8 )Credit Hours</li> </ul>

## 3. Project or Research Requirements (if any)

<p>Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)</p>
<p><b>a. Brief description</b></p> <p>None</p>
<p><b>b. List the major intended learning outcomes of the project or research task.</b></p> <p>None</p>
<p><b>c. At what stage or stages in the program is the project or research undertaken? (eg. level)</b></p> <p>None</p>
<p><b>d. Number of credit hours (if any)</b></p> <p>None</p>
<p><b>e. Description of academic advising and support mechanisms provided for students to complete the project.</b></p> <p>None</p>
<p><b>f. Description of assessment procedures (including mechanism for verification of standards)</b></p> <p>None</p>

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

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

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

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

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

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b> <b>At the end of the program, the graduates should be able to:</b>		
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	<ul style="list-style-type: none"><li>• Lecture</li><li>• Data Show Presentation</li><li>• Group discussion Brainstorming</li><li>• Tutorials</li><li>• E video</li></ul>	<ul style="list-style-type: none"><li>• MCQ</li><li>• Quizzes</li><li>• Short Answer</li><li>• Assignment</li></ul>
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)		
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.		
1.4	Adapt the Quranic verses that related to educate cultures within early child development		
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.		
2.0	<b>Cognitive Skills</b> <b>At the end of the program, the graduates should be able to:</b>		
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	<ul style="list-style-type: none"><li>• Lectures</li><li>• Discussion style.</li><li>• Data Show presentation.</li></ul>	<ul style="list-style-type: none"><li>• Project and exhibitions evaluation</li><li>• Oral Exam</li><li>• Short Answer</li></ul>
2.2	Create the children educational toys for teaching tools according to a specific goal from environmental raw materials		

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.	<ul style="list-style-type: none"><li>• Method of practical practices.</li><li>• Reflections method</li><li>• Brainstorming</li></ul>	<ul style="list-style-type: none"><li>• Problem Solving Questions</li><li>• Assignments</li></ul>
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children		
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.		
3.0	<b>Interpersonal Skills &amp; Responsibility</b> <b>At the end of the program, the graduates should be able to:</b>		
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	<ul style="list-style-type: none"><li>• Small Group Discussion</li><li>• Participate in classroom activities</li><li>• Role playing</li><li>• Research Project Development</li></ul>	<ul style="list-style-type: none"><li>• Group Assignment</li><li>• Peer Evaluation</li><li>• Supervisor Evaluation</li><li>Research / Project report</li></ul>
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.		
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support		
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities		
3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.		
4.0	<b>Communication, Information Technology, Numerical</b> <b>At the end of the program, the graduates should be able to:</b>		
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	<ul style="list-style-type: none"><li>• E video</li><li>• Hands on IT Tutorial</li><li>• Seminar</li><li>• Classroom Speaking Session</li></ul>	<ul style="list-style-type: none"><li>• Research Assignments</li><li>• Case Study Assignment</li><li>• Problem Solving</li><li>• Supervisor Evaluation</li></ul>
4.2	Demonstrate effective communication and speech delivery skills in public speaking.		
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning		
4.4	Use numerical data to create statistical presentation in their project and research report.		
5.0	<b>Psychomotor</b> <b>NOT APPLICABLE</b>		



### Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.  
Levels: I = Introduction P = Proficient A = Advanced (see help icon)  
Experimental experiences in the profession 111Nhg -2

#### level 3

	Course Offerings NQF Learning Domains and Learning Outcomes	Islamic educational thought 112 Edu-2	Introduction to the kindergarten 111 kind-2	International and local child organizations 121 kind -2	Principles of Mathematics 013 math	Islamic culture 3 103 Islm -2	Introduction to Psychology 111Psy-2	Pre-school child growth 212 Psy-3	Experimental experiences in the profession 111meth -2
<b>1.0</b>	<b>Knowledge</b>								
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	I	A	I	I		P	A	
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)	I	I		A	I	I	I	I
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.	I	I	I			I	P	P
1.4	Adapt the Quranic verses that related to educate cultures within early child development	A	I	I		A	I	I	I
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	I	P	I		I	I	P	A

<b>2.0</b>	<b>Cognitive Skills</b>								
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	I	I	I	I		I	I	I
2.2	Create the children educational toys for teaching tools according to a specific goal from environmental raw materials		p	I			I	I	I
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.		I	p		I	p	p	I
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children	I	p	P	I	I	I	I	I
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.	I	P	A	I	I	I	P	P
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>								
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	P	P	P	I	I	I	I	I
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	I	P	P			I	P	I
3.3	Practice the interpersonal skills required to develop	I	P	P	A	I	I	I	I

	the confidence and trust of their students when providing advice and support								
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities	I	p	P	P	I	I	I	I
3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.	I	p	P	P	A	I	I	I
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>								
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	I	p	P	I	A	I	I	I
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	I	p	P		I	P	I	P
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning		p	P	A	I	P	P	I
4.4	Use numerical data to create statistical presentation in their project and research report.		p	P	A		I	I	P

## level 4

	Course Offerings NQF Learning Domains and Learning Outcomes	Education and learning communities 211 Edu-2	Introductio n to teaching techniques 111 Tech-2	Introductio n to Special Education 111 Spec-3	Food and baby nutrition 131 kind-2	Introductio n to General Science 101 Scien-3	Educational psychology 211 Psy-3	Principles of Curriculum and Teaching Methods 211 Meth-3
<b>1.0</b>	<b>Knowledge</b>							
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	I		I	p		p	I
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)	I	p	I	I	A	I	A
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.		I	I	A	I	I	
1.4	Adapt the Quranic verses that related to educate cultures within early child development	I		I	P	I	I	I
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	I	p	A	P	I	p	A
<b>2.0</b>	<b>Cognitive Skills</b>							
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	I	p	I	A	I	I	I
2.2	Create the children educational toys for teaching tools according to a specific goal from environmental raw materials	I			P			I

2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.		P		A	I		
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children	I	I	p		I	A	p
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.	A	I	I	p		I	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>							
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	I	I	I	p		I	I
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	I	I	I	p		I	I
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support	I		I	p	I	I	I
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities	I	I	I	p		I	
3.5	Produce new innovative and practical research with integrity and high	I		I		I	I	I

	moral standards in their professional endeavors within Islamic ethics.							
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>							
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	I	I	I	p	I	I	I
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	I	I	I	I	I	I	I
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning	I	I	I		I	I	I
4.4	Use numerical data to create statistical presentation in their project and research report.		I	I		I	I	I

## level 5

	Course Offerings NQF Learning Domains and Learning Outcomes	Movement and health 231 Math-2	The expressive arts of the child 252 Art-3	Religious and social education 222 kind-3	Child Health and Care 232 kind-2	children's literature 241 kind-3	Planning and implementat ion of early childhood curricula 251 kind-2
<b>1.0</b>	<b>Knowledge</b>						
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education			P	I	I	A
1.2	Explain and use the scientific method of thinking (questioning,				I		

	research, experimentation and discovery)						
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.	p	p	I	I	p	P
1.4	Adapt the Quranic verses that related to educate cultures within early child development	I		P	I	A	
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	P	P	A	P	p	A
<b>2.0</b>	<b>Cognitive Skills</b>						
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	A	P	P	A	p	A
2.2	Create the children educational toys for teaching tools according to a specific goal from environmental raw materials	I	A	I	I	A	p
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.	I			A		
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children						
2.5	Generate effective ways to strengthen the	I		I	p		

	relationship between family, kindergarten and community institutions.						
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>						
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.		p		I		
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	A	p	p	p	p	p
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support	I	I	I	p	P	p
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities	I	I		p	P	A
3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.	A	p		I	P	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>						



4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	I	I	p	A	p	A
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	I	I	P	p	A	A
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning	I	I		p	p	p
4.4	Use numerical data to create statistical presentation in their project and research report.	I	I		p	p	p

## Level 6

	Course Offerings NQF Learning Domains and Learning Outcomes	Computer Applications in Kindergarten 313	Developmental Learning Difficulties 313 kind-2	Kids Games 314 kind-3	Kindergarten, family and community 323 kind-2	Development of concepts and language skills 352 kind-3	Development of mathematical and scientific concepts 353 kind-3	Child mental health 231 Psy-2	Guidance and counseling 232 Psy-2
1.0	<b>Knowledge</b>								
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	I	A		p	A	A	A	P
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)	p	I	p	I	I	I	I	I
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.	I	I	p	p	I	I	I	P
1.4	Adapt the Quranic verses that related to educate cultures within early child development	I	I	I	I	I	I	I	P
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	I	I	A		p	A	I	I
2.0	<b>Cognitive Skills</b>								
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	p	I	p	I	p	A	A	I
2.2	Create the children educational toys for teaching tools according to a specific goal from	I	I	A	I	p	p	I	I

	environmental raw materials								
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.	I	I	I	I	I	I	I	I
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children	I	p	I	I	I	p	I	I
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.	I	I	I	A	I	I	I	I
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>								
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	A	A	A	A	A	A	A	A
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	I	I	p	I	I	I	I	I
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support	I	p	p	p	p	A	I	I
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities	I	I	A	A	A	A	I	I

3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.	I	I	I	I	I	I	I	I
4.0	<b>Communication, Information Technology, Numerical</b>								
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	A	A	A	p	A	A	A	A
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	p	A	A	A	A	A	A	A
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning	A	I	A	I	p	p	I	I
4.4	Use numerical data to create statistical presentation in their project and research report.	A	I	I		I	A	I	I

## Level 7

	Course Offerings NQF Learning Domains and Learning Outcomes	Art and society 416 Art	Development of physical and motor skills 354- kind- 2	Social studies and development of concepts 355kind-3	Special theme in early childhood 415kind-3	Management of kindergarte ns and kindergarte ns 424kind-	Writing for children 442kind-2	Measurement and Evaluation in Early Childhood 422 Psy-3	Managing the learning environment 412 Meth-2
<b>1.0</b>	<b>Knowledge</b>								
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	p	I	I	p	p	p	I	I
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)			I	I				
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.	I	P	p		I	p		
1.4	Adapt the Quranic verses that related to educate cultures within early child development		I	A	I	I	p		
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	A	A	A	A	A	A	A	A
<b>2.0</b>	<b>Cognitive Skills</b>								
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	p	A	A	I		A		
2.2	Create the children educational toys for teaching tools according to a specific goal from		A	I					

	environmental raw materials								
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.		I						
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children			p				p	p
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.		I	A	I	I			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>								
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	A	A	A	I		p		I
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	p	A	A	A	A	p	p	p
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support	p	A	A	p	p	A	p	p
3.4	Demonstrate their cooperation and	p	A	A	A	A	A	p	p

	contribution to the community in applying preschool activities								
3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.	p	A	A	A	A	p	p	p
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>								
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	I	A	A	A	A	A	p	p
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	p	A	A	A	A	A	p	p
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning	A	A	A	A	A	A	A	A
4.4	Use numerical data to create statistical presentation in their project and research report.	I	I	I	I	I	I	I	I

## Level 8

	Course Offerings NQF Learning Domains and Learning Outcomes	Professional Seminar 456 kind-2	Practical education in kindergar tens 457Meth-8
<b>1.0</b>	<b>Knowledge</b>		
1.1	Demonstrate and explain the theories, concepts, principles and skills associated with the specialization of child education	A	A
1.2	Explain and use the scientific method of thinking (questioning, research, experimentation and discovery)	A	A
1.3	Describe the scope, elements and components of the early childhood development to be use in educating the children.	A	A
1.4	Adapt the Quranic verses that related to educate cultures within early child development	A	A
1.5	Summarize different methods and strategies of modern and advanced when dealing with children development.	P	A
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Design innovative activities that include the values and concepts of the social, cultural, linguistic and scientific health of kindergarten children.	A	A
2.2	Create the children educational toys for teaching tools according to a specific goal from environmental raw materials	A	A
2.3	Develop education awareness leaflets in health and nutrition on all areas related to children and mother.		A
2.4	Apply independent and critical thinking to solve the complex problems innovatively in educating the children	A	A
2.5	Generate effective ways to strengthen the relationship between family, kindergarten and community institutions.	P	A



<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate effective leadership qualities in communication, both orally and in written form, with others collaborative with preschool community.	P	A
3.2	Criticize and explain their experiences in the field of child rearing to their peers confidently.	A	A
3.3	Practice the interpersonal skills required to develop the confidence and trust of their students when providing advice and support	A	A
3.4	Demonstrate their cooperation and contribution to the community in applying preschool activities	A	A
3.5	Produce new innovative and practical research with integrity and high moral standards in their professional endeavors within Islamic ethics.	A	A
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Apply appropriate technologies to browse electronic books and sites related to child education ethically.	A	A
4.2	Demonstrate effective communication and speech delivery skills in public speaking.	A	A
4.3	Use modern techniques to design a child-oriented educational film in a specific area to improve and enhance learning	A	A
4.4	Use numerical data to create statistical presentation in their project and research report.	I	I

## 5. Admission Requirements for the program

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

- The secondary level should not be less than 80%.
- To exceed the acceptance test.
- Exceed the capacity test and interview.
- To exceed the medical examination so that he does not have a disability that limits his communication with a course or with others..

## 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
  - Attendance of theoretical and practical lectures at least 80% of the total number of lectures.
- b. Progression from year to year
  - Transfer the student from one year to the next year if he receives a general assessment .....
- c. Program completion or graduation requirements.
  - Completion of the units of the program (124) units including the student's performance of the field experience

## E. Regulations for Student Assessment and Verification of Standards

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

Review the correction for a sample of tests or other assignments, independent evaluation by faculty

Checker from within the department.

Checker from outside the department.

Audit through control units.

Reviewed and audited through the College Administration .

## F Student Administration and Support

### 1. Student Academic Counseling

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

A supervisor appoints faculty members for each group of students from the beginning of their entry into the program until they graduate.

- Monitoring the academic performance of students.
- Provide students with the advice they need regarding postgraduate specialization and employment.
- Provide advice on the personal and social aspects of students.

### 2. Student Appeals

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

The student will fill out a form of grievance, in which the student will complain about her marks in a course. This complaint will be submitted to the head of the department. A committee composed of three female members formed to review students' paper and marks.

"There are models to write students' grievances"

## G. Learning Resources, Facilities and Equipment

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

- Prepare a list of references needed by students in each course and send them to the college library in the beginning of each term, to be provided in the library to the students.
- Prepare a list of websites and soft materials covering all the program's courses and send them to the Information Technology Unit.
- The program prepares the scientific material for each course electronically, and publishes it on the university website.

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

Through what is written in the course reports by faculty members

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

- Formation of a specialized committee for each course headed by the head of the department to evaluate the course syllabus and to ensure its relevance to the objectives of the program and the objectives of the course.
- revises theoretical courses every four years.
- The course content (practical & Theoretical) can be reviewed after the emergence of undesirable results.

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

Through the distribution of questionnaires to assess the adequacy of the provision of books  
In the sixth standard, "learning resources"

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

- College Library
- The digital library
- The Bookshop inside the college

## H. Faculty and other Teaching Staff

### 1. Appointments

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

- Appoint a committee from the department to study the papers of the new faculty staff members and select faculty members who graduated from academically distinguished university.
- Conducting personal interviews to evaluate the competence and qualifications of the faculty member.
- Selection of a faculty member with competence and high scientific competence.
- Coordinating between the faculty member's specialization and the courses offered by the department.
- Evaluate the performance of the faculty member during the first year of his or her academic and research duties before deciding on his or her final appointment.

### 2. Participation in Program Planning, Monitoring and Review

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

- Hold a meeting at the end of each year to follow up the implementation of the program and academic plans and academic performance of the faculty member and students according to the quality assurance program.
- Provide each faculty member with an explanatory report on the progress of the program and the needs of each course.
- Provide each faculty member suggestions and recommendations for the development of courses and the most appropriate way to teach them.
- Conduct a comprehensive review of the program every five years on a regular basis.

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

NA

### 3. Professional Development

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

a. Improvement of skills in teaching and student assessment?

- Organizing training courses to develop teaching and research skills for faculty members.
- Organizing workshops for faculty members to develop the skills used in the teaching process.

b. Other professional development including knowledge of research?

- Organizing training courses to develop professional and research skills for faculty members and learn about recent developments in the field of teaching.
- Organizing workshops for faculty members to learn about recent developments in the field of scientific research and teaching process

### 4. Preparation of New Faculty and Teaching Staff

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

- Conduct a meeting with new staff joining the program at the beginning of each semester.

- Distribution of the manuals and leaflets of the program to faculty members.
- Connect the new faculty member with an experienced colleague for advice and exchange of experiences.

### **5. Part Time and Visiting Faculty and Teaching Staff**

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

- It is possible to approve the recruitment of a visiting professor or part-time if the program needs specialization, and during the period of his contract provides training courses and workshops for the members of the department appointed to increase their expertise in this specialty.

## **I. Program Evaluation and Improvement Processes**

### **1. Effectiveness of Teaching**

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

- Determine specific calibrations for learning outcomes.
- Interview with students and teaching staff to modify or change the education strategy.

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

- Follow-up faculty members by the head of department.
- Conduct a questionnaire for students to assess the skills of faculty members.

### **2. Overall Program Evaluation**

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

- Conduct a questionnaire to determine the quality of the teaching and learning process and, based on the results, modify or change the program to achieve high quality learning outcomes

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

- Conduct a questionnaire with currently enrolled students and graduate students to know about the overall assessment of the program.

(ii) from independent advisors and/or evaluator (s)?.

- This is done through an external auditor independent supervisors or independent evaluators to identify the overall assessment of the program  
Independent evaluators to identify the overall level of the program.

(iii) from employers and other stakeholders.

- Conduct a questionnaire with employers and program graduates and other stakeholders to identify the overall assessment of the program

**Attachments:**

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

**Authorized Signatures**

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Dr. Bdriah Alzahrani	Deputy Dean of faculty of education		
Program Dean or Program Chair Main Campus Branch 1	Dr. Aisha Areeshi	Dean of Faculty of Arts and Sciences in Samtha		