KING KHALID UNIVERSITY

Deanship of Academic Development and Quality

A Guidebook for Preparing and Developing Academic Plans and Programs

Deanship of Academic Development and Quality

1435

KING KHALID UNIVERSITY

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Preface

Everyone has noticed the increasing interest paid by the Government of the Custodian of the Two Holy Mosques to hard work and towards continuous development. The direction towards education quality includes its plans and programs at all stages as well as the promotion of graduate studies considered to be one of the most important factors of the comprehensive development leading to the achievement of targeted leadership at the local, national and global levels.

Since it is one of the institutions of higher education, King Khalid University has set a path towards excellence and distinction declared through its vision, mission, and goals by achieving this excellence through its strategic plan and direction. As King Khalid University, represented in its judicious leadership, believes in the importance of the academic programs and plans as well as their vital role in achieving educational excellence, this Guidebook has been created for the academic leaders, faculty , academic departments, and the quality units at the University. This Guidebook will be a new addition to the University representing issues and practices that support excellence; and it will also be a practical guide when preparing new academic plans and programs or when developing and improving existing ones.

I am thankful and grateful to everyone who participated with thought and effort that lead to this University development and to the achievement of its vision, mission, and goals. I especially, would like to thank both the University Vice-Deanship of Development and Quality and the Deanship of Academic Development and Quality. I would also like to thank everyone who participated in preparing this Guidebook.

Reconcile from Allah Only.

(Prof. Abdulrahman Bin Hamad Aldawood)

The University Rector

Chapter 1

Developing the Academic Programs

Importance of developing the academic programs:

In line with the social , economic and scientific transformations being witnessed by all countries throughout the world leading towards what is called a " Knowledge Society"; which promotes citizens in the light of an integrated system of a sustainable development, the task of developing the academic programs at universities comes to occupy a paramount position as it is considered an effective tool of transformation towards an information and economic society based on knowledge.

Consequently, developing the existing academic programs at Saudi universities in general and King Khalid University in particular is essential in order to cope with the future plan for the university education (AFAQ). This development must also cope with the national strategy transformation into a knowledge society that was issued by Royal Decree number 546 on 2/1/1433 . Developing university academic programs has also emerged to be consistent with the national framework of qualifications and accreditation standards issued by the National Commission of Assessment and Academic Accreditation as well as the requirements of the labor force .

Constructing new academic programs or developing the existing ones comes as a response to the feedback about the effectiveness of these programs as well as the courses included in therein . This feedback has been taken from questionnaires administered to all stakeholders such as students, graduates, and employers. Scientific and technological innovations necessitate developing these programs.

With the increase of interest in the processes of quality control and implementing its mechanisms to obtain academic accreditation, it has become imperative for King Khalid University to determine the procedure that should be followed by the academic departments of the University Colleges in order to approve any new academic plan or program. This is what King Khalid University seeks to achieve through this Guidebook.

Components of the academic plan for the program:

The components of academic plans differ from one department to another and from one college to another as well according to considerations determined by different departments, colleges and specializations. However, the academic plan generally consists of three main requirements:

1. **University Requirements:**

   These are mandatory courses taken by university students in all specializations. These courses constitute 5% - 10% of the total credit hours of the program. The following table includes the university core courses:

No	Course code	Course	Hours No
1	111 Islam	Islamic culture (1)	2
2	112 Islam	Islamic culture (2)	2
3	113 Islam	Islamic culture (4)	3
4	114 Islam	Islamic culture (4)	4
5	201 Arab	Language Skills	5
6	202 Arab	Arabic Writing	6
Total credit hours			12

2. College Requirements:

These are mandatory courses taken by all students regardless of department. The percentage of these courses ranges from 15-20% of the total credit hours of the program. These courses include: English language skills, computer and technology skills, communication and self learning, thinking, research and analytical skills, numerical skills (statistics and mathematics), leadership and responsibility skills, health as well as basic sciences and job ethics.

These courses are defined by each college and its departments with the aim of serving the college identity (these courses are not considered part of specialization). The college can define a variety of academic courses that include the previously mentioned skills from which could be selected those that relate to the nature of individual department academics especially in the colleges with multiple programs.

3. Department Requirements:

These are the credit hours taken by students in the respective programs . The percentage of these hours ranges from 70% – 75 % of the total credit hours of the program.

These hours should follow the following specifications:

1. The total hours of the academic plan including both university and college courses can range from 120 to 144 credit hours for a four year degree.
2. The credit hours each semester range from 15 to 18 credit hours.
3. While setting their academic plans, departments should take certain limitations into consideration such as prerequisite and synchronous requirements and distributing course hours of course activities (lectures, classroom activities, practicum).
4. Departments whose specializations are correspondent with those of the university courses should replace these courses with others from the previously mentioned university courses. For instance, the College of Shariaa can replace the Islamic culture courses with other relevant courses as they fit.

4. Coding the courses:

Each course is assigned a number and a code in a way that the number has a certain indication which indicates the department that teaches the course. The numbers and codes are as follows:

1. Each department has a code consisting of 3 - 4 characters that indicate the specialization. e.g: Arabic (Arab); Chemistry (Chem).

2. Course numbers consist of three parts: the first digit, the second digit, and the third digit. The first digit indicates the academic year, the second digit indicates the specialization, and the third digit indicates the course sequence among other courses. e.g (Arab 321): " the letters A-r-a-b denote the department / Arabic program; number 3 indicates that the course is taught for the third year of the program; number 2 indicates a certain course in the program (grammar, for example); while number 1 indicates the serial number of the course among the other courses of the program.

Requirements of constructing an academic plan for any new or existing program:

To construct a distinct academic plan which develops an existing program or constructs a new one, the following points should be taken into account:

1. A working team of faculty staff members (male and female) should be formed under the supervision of the department responsible for the program.

2. The proposed program must be compared with other identical ones at other universities in terms of goals, credit hours, and targeted outcomes. Form (1) can be utilized in doing so.

3. The professional and global standards of program construction should be taken into consideration.

4. A program description is provided (both in Arabic and English) according to the specification form prepared by the National Commission of Assessment and Accreditation.

5. The program description should determine the program message, goals, and objectives as well as graduate and job characteristics.

6. All stakeholders' points of view should be taken into account and they should participate in planning, designing, executing, and evaluating the program.

7. The program should provide a brief description of field experience activities and the targeted learning outcomes. It should determine the academic year or the semester in which the field training with its credit hours is presented.

8. The program should include a specific description of targeted learning outcomes that include information, cognitive skills, interpersonal skills, communication and technology skills, and psycho-motor skills.

9. The program should include a description of learning/teaching strategies to be utilized to achieve the targeted outcomes.

10. The program should include a description of evaluation strategies and techniques.

11. The program should include the requirements and conditions for admission.

12. The program should determine the procedures to be followed in providing learning resources including high quality electronic materials.

13. The program should determine the demands of its faculty and staff members and the arrangements to be followed in their professional development.

14. The program should define time and procedures for periodic review and evaluation.

15. The program should provide course descriptions in accordance with the National Organization for Assessment and Accreditation description form (both in Arabic and English).

16. The courses should be distributed according to two main categories:

    a. The general category which includes mandatory courses of the university and the college with a percentage of 25% to 30% of the total credit hours of the program.

    b. The specialty category which includes mandatory and elective courses as well as field experience or graduate project with a percentage of 70% - 75% of all the credit hours of the program.

17. The department responsible for teaching these courses is entrusted to provide course descriptions in accordance with the description form

introduced by the National Commission of Assessment and Accreditation (in Arabic and English).

18. When constructing the academic plan for programs, the University courses should be taken at the early levels; while the specializations that include educational preparation should be taken at the last levels. The practicum, practical training or graduate project should be introduced in the last level of the bachelor degree.

19. The components of the program academic plan should be clear including course distribution according to the university , college , and department courses, with clear course codes and names as well as the credit hours of each course.

Chapter two

Setting and Approving the Academic Programs and Plans

Phases of Constructing and Approving a New Academic Program or Developing an Existing One:

When constructing any new plan with the aim of developing an existing program or approving a new one, the previously mentioned standards and requirements of constructing a plan should be followed. The process of approving a new plan or developing a current one should follow the following phases:

Phase 1: The preliminary design of the proposed academic program plan

In this phase the relevant department introduces a program proposal (whether the program is new or developed) that includes the following:

1. The program title and the scientific degree it awards.
2. Proposed program goals.
3. Number of program credit hours.
4. Distribution of credit hours according to University, College, and Department requirements.
5. The program targeted outcomes.
6. Rationale for introducing a new program or developing a current one and whether the reasons for the program are economical, social or cultural. Technical consultations and all stakeholders' questionnaire results should be presented and taken into account.
7. The curriculum committee at the department should revise the suggested program.

Phase 2: Benchmarking and identifying labor market demands:

This stage includes the following:

First: Benchmarking: At this stage, a comparison with identical university programs at local and international levels should be made (Form 1). The following points should be compared:

- The program goals
- The program credit hours

- The program credit hours distribution according to university, college, and department requirements.
- The targeted learning outcomes.
- A benchmarking result reports .

***Second: Identifying* the labor market demands for the program:**

This identification can be done through the following:

1. Identifying employers in both the public and private sectors. Communication with these employers should be made in order to solicit their points of view in terms of the program, the suggested plan, the graduate characteristics , qualifications, and required labor market skills.
2. Devising tools and procedures necessary for soliciting opinions such as questionnaires and interviews (these tools are available at the Deanship of Development and Academic quality).
3. Preparing a comprehensive report about the results of labor market demands for the program.

Phase 3: Data Analysis:

After benchmarking and identifying the labor market demands, these data should be analyzed according to the following:

1. Setting a matrix to identify the extent of consistency in learning outcomes between the national framework of qualifications , benchmarking , and learning outcomes of the program target (Form 2).
2. Identifying gaps in light of the matrix results; consequently the program targeted learning outcomes will be reconsidered and the other academic courses, field training and learning activities should be selected to bridge the gap.

Phase 4 : The final design of the study plan:

This phase includes program and course descriptions as well as field training activities according to the form introduced by the National Organization of Assessment and accreditation. The following steps should be followed in this phase:

1. Preparing the program description (Form 3).

2. Preparing all course descriptions (Form 4) as well as field experience courses (Form 5), if found.

3. Distributing the courses according to the suggested academic levels and putting into account course requirements and their logical and scientific sequence.

4. Making sure there are no redundancies or gaps in courses and the scientific content.

5. Making sure there is correspondence and harmony between the targeted learning outcomes of the courses and the information and skill matrix of the program.

6. Making use of the targeted information and skill matrix of the academic program (Form 6) in order to verify items 4 and 5.

7. Making final revision by the curriculum and plans committee at the relevant department.

Phase 5: Administrative and regulatory procedures for approving or developing the academic plan:

The following procedures should be followed in this phase:

1. The curriculum and planning committee of the department submits the academic plan to the department council for investigation and suggestions.

2. The department council reviews the academic plan; and in case there are any suggested modifications, the plan returns to the committee.

3. When the academic plan in its final version is recommended for approval at the department council, it is submitted to the college curriculum and plans committee for review and assurance of its correspondence to the standards of the National Commission of Assessment and Accreditation.

4. The academic plan is submitted to college council for review; hence, recommending it either to be submitted to the Deanship of Academic Development and Quality or to return to the college curriculum and plans committee accompanied with suggestions to be returned, in turn, to the relevant department.

5. The academic plan is submitted to the quality committee of academic programs at the Deanship of Academic Development and Quality for

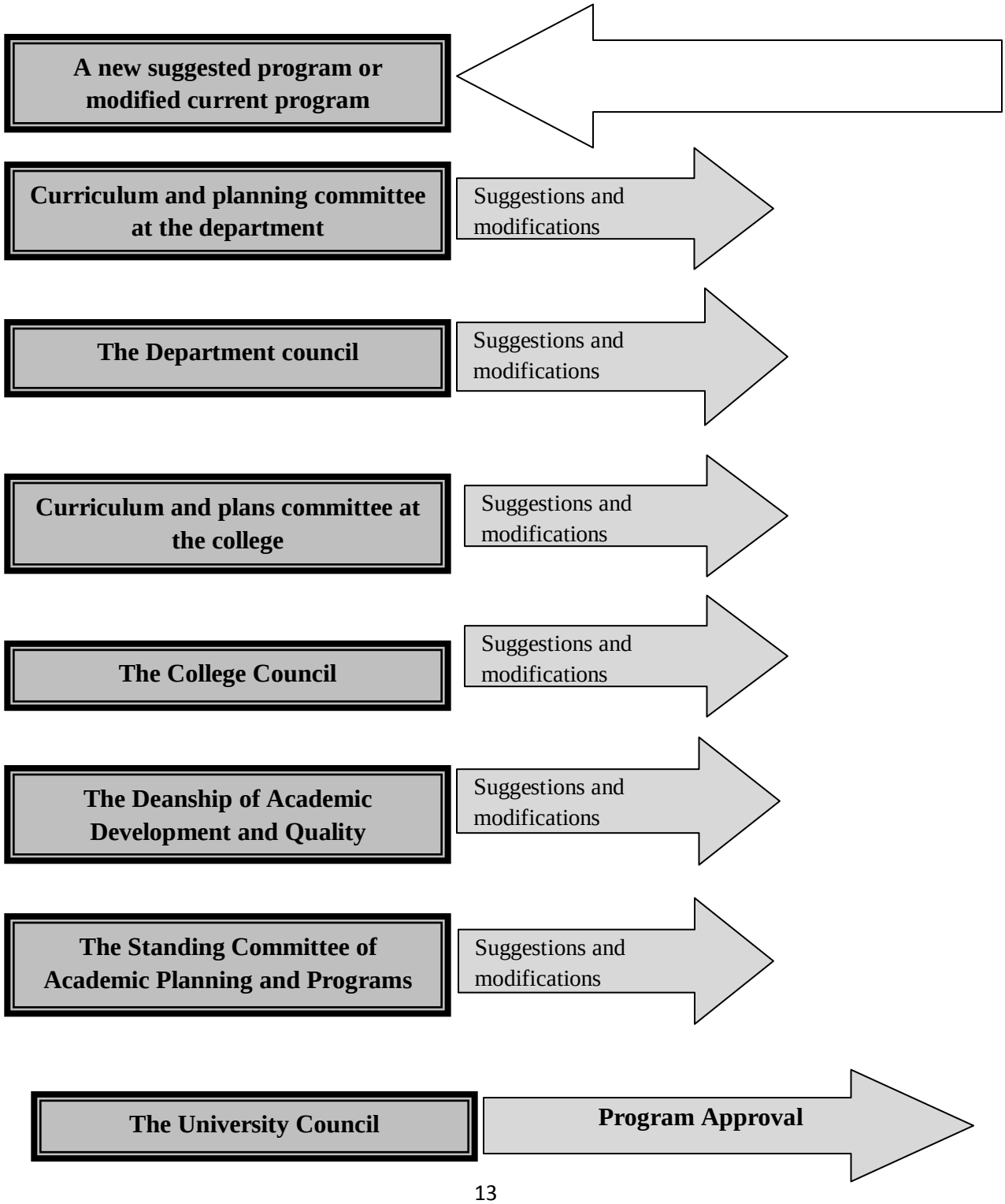
review and assurance of its correspondence with quality standards and requirements in order to be approved or to be returned to the college committee of curriculum and planning accompanied with a rationale list.

6. The academic plan is submitted to the standing committee of plans and academic programs at the university to verify that the plan meets the requirements and procedures determined by the committee with regard to the university vision, mission, and goals. In case the academic plan does not meet these standards and requirements it is returned to the Deanship of Academic Development and Quality to return it , in turn, to the relevant college.

7. If there is a recommendation to approve the academic plan by the standing committee of curriculum and planning at the university, it is submitted to the university council for approval; Otherwise, it returns to the standing committee to be returned to the relevant college with a rationale list.

8. When the academic plan is approved by the university council after making sure of the procedure correctness and meeting the standards and requirements of plan setting, the academic plan becomes a document which all the university colleges providing the same program should abide .

An Illustrative Diagram for the phases of Approving academic plan of a new program or developing a current one



The File of Approving academic plan of a new program or developing a current one

First: General Information:

University	**King Khalid university**		
College		**Department**	
Synopsis about the college			
College Vision			
College Mission			
College Goals			
College Departments			
Synopsis of the Program Department			
Program Vision			
Program Mission			
Program Goals			
Program Rationale			
The degree Awarded by the program			
Admission Conditions at the Bachelor stage			

Second: The Program Academic Plan:

First: The general framework of the Academic plan:

The academic plan for a bachelor program …… Department…….

(……) credit hours distributed as follows:

No	Requirements	Number of Courses	Number of credit hours	%
1	University Courses			
2	College Courses			
3	Department Courses			
4	Elective Courses			
Total				

These requirements are distributed over eight semesters as follows:

- **General Preparation**: includes (…… credit hours) that are taught from levels …… to……
- **Specialization**: includes (…… credit hours) that are taught from levels…….. to the **eighth level**.

Second: A scheme of distributing the credit hours on the program academic levels:

1. A table of distributing the university, college, and the program requirements (courses) over the program academic levels

Requirements	Academic Year	Level	Number of Courses	Number of credit hours
University Requirements	First	First		
		Second		
	Second	Third		
		Fourth		
	Third	Fifth		
		Sixth		
	Fourth	Seventh		
		Eighth		
	Total credit hours of University courses			
College Requirements	First	First		
		Second		
	Second	Third		
		Fourth		
	Third	Fifth		
		Sixth		
	Fourth	Seventh		
		Eighth		
	Total credit hours of College courses			
Specialization Requirements	First	First		
		Second		
	Second	Third		
		Fourth		
	Third	Fifth		
		Sixth		
	Fourth	Seventh		
		Eighth		
	Total credit hours of specialization			

	Project/ Field training		
	Total credit hours for the program		
	Elective credit hours		

- This table is used in reviewing the balance between the program credit hours and their distribution with respect to the program mission and goals.
- For academic programs that extend for more than four years, more rows can be added to the table and more rows can be deleted if the program is less than four years.

2. A table of distributing courses and credit hours over the program academic levels:

First Year : Level 1						
Course Code	Course Name		Credit hours			Prerequisites
			Theoretical	Practical	Total	
Total						

First Year : Level 2						
Course Code	Course Name		Credit hours			Prerequisites
			Theoretical	Practical	Total	

Total						

- Tables are repeated for subsequent academic years and levels according to their numbers.
- If there is more than one path in the program, it should be shown and its courses should be noted separately , and the path level should be mentioned.
- The Admission Deanship regulations should be taken into account in terms of students attendance and transitions from one level to another.

3. Distributing course grades:

The total grades of each course (……. Marks*)*, distributed as follows:

- ***Theoretical Courses:***

- Final Exam (……. %).
- Quarterly marks (Attendance, participation, presentations, monthly tests, tasks……etc) (……. %).

- ***Practical Courses:***

- Final Exam (……. %).
- Quarterly marks (Attendance, participation, presentations, monthly tests, tasks……etc) (……. %).

Third: Program Description:

The Program Description Form devised by the National Organization of

Assessment and Accreditation should be utilized (Form 3).

Fourth: Course and Field Experience Descriptions:

Course and Field Experience Descriptions (Forms 4 and 5 respectively) devised by the National Organization of Assessment and Accreditation is utilized.

Fifth: Preparing a Matrix for Identifying Learning Outcomes Related to the Program Courses:

The Matrix Form of program learning outcomes devised by the National Organization of Assessment and accreditation (Form 6) should be utilized.

Sixth: Materials and Requirements of Program Implementation:

Human and materialistic demands of the program should be identified by using Form7.

Chapter three

Forms required for setting the program academic study

- **Form (1) :** A matrix for comparing an academic program with other programs at other universities**.**
- **Form (2):** A matrix for identifying the extent of correspondence of the program targeted learning outcomes with benchmarking and the national framework of qualifications.
- **Form (3):** Program Description form
- **Form (4):** Course Description form
- **Form (5):** Field Experience Description form
- **Form (6):** A matrix for identifying program courses learning outcomes
- **Form (7):** Human and materialistic potentials necessary for program implementation.

-

Form (1)

A Matrix for comparing an academic program with other programs at other universities.

Comparison aspects		The suggested program	Local Program (1)	National Program (2)	International Program (3)
Institute	University				
	College				
Departments relevant to the program					
Number of credit hours	Theoretical				
	Practical				
	Field Training				
	Project				
Teaching Strategies					
Strengths					
Weaknesses					

Form (2)

A matrix for identifying the extent of correspondence of the program targeted learning outcomes with benchmarking and the national framework of qualifications.

Comparison Aspects	National Framework of Qualifications	Benchmarking	Suggested Program	Extent of Correspondence
Information: - **Facts** - **Concepts** - **Theories** - **Procedures**				
Cognitive Skills				
Interpersonal Skills and Responsibility				
Communication Skills, Information Technology Skills, and Numerical Skills				
Psycho – motor Skills				

- **Explanation of correspondence aspects:**

Form (3)

Program Description form

National Commission for Academic

Accreditation & Assessment

Program Specification

For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

Institution
College/Department

A. Program Identification and General Information

1 Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)
5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program)

6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)
7. (a) New Program ☐ Planned starting date ☐ (b) Continuing Program ☐ Year of most recent major program review ☐ Organization involved in recent major review (e.g. internal within the institution, accreditation review by _____? Other_____?
8 Name and position (e.g. department chair person) of faculty member managing or coordinating the program.
9. Location if not on main campus or locations if program is offered in more than one location.

B. Program Context

1 . Explain why the program is needed.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

b. Explain the relevance of the program to the mission of the institution.

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

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

Yes ☐

No ☐

If yes, what should be 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 ☐

No ☐

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

3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (e.g. Part time evening students, limited IT or language skills) Yes ☐ No ☐

If yes, what are they?

4. What should be done in the program to respond to these special characteristics?

C. Mission and Goals of the Program

1. Program Mission Statement

2. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

Major Changes or Developments	Strategies	Indicators

D. Program Structure and Organization

1 Program Description.

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.

2. Development of Special Student Characteristics or Attributes

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. E.g. Graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

Special Attributes	Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes
	Strategy

	Evidence
	Strategy
	Evidence
	Strategy
	Evidence
	Strategy
	Evidence

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

Summary of practical, clinical or internship component required in the program. Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared as a separate document for any field experience required as part of the program.
a. Brief description of field experience activity

b. List the major intended learning outcomes for the program to be developed through the field experience
c. At what stage or stages in the program does the field experience occur? (e.g. year, semester)
d. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)
e. Number of credit hours

4. Project or Research Requirements (if any)

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.

a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
d. Number of credit hours
e. Summary description of provisions for student academic advising and support.
f. Description of assessment procedures (including mechanism for verification of

standards)

5. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate: • The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program; • The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.); • The methods of student assessment to be used in courses n the program to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Summary description of the knowledge to be acquired

(ii) Teaching strategies to be used to develop that knowledge
(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills
(i) Cognitive skills to be developed and level of performance expected
(ii) Teaching strategies to be used to develop these cognitive skills

(iii) Methods of assessment of student cognitive skills
c. Interpersonal Skills and Responsibility
(i) Description of the level of interpersonal skills and capacity to carry responsibility to be developed
(ii) Teaching strategies to be used to develop these skills and abilities

(iii)Methods of assessment of students interpersonal skills and capacity to carry responsibility
d. Communication, Information Technology and Numerical Skills

(i) Description of the communication, IT and numerical skills to be developed
(ii) Teaching strategies to be used to develop these skills

(iii) Methods of assessment of students numerical and communication skills

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

6. Admission Requirements for the program

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

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for: a. Attendance. b. Progression from year to year.

c. Program completion

E. Regulations for Student Assessment and Verification of Standards

1. Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of student grades state the policy or regulation, or attach a copy.

2. What processes will be used for verifying standards of achievement (e.g. checking marking of sample of tests or assignments. Independent assessment by faculty from another institution) Processes may vary for different courses or domains of learning.

F Student Administration and Support

1. Student Academic Counselling

Describe arrangements to be made for academic counselling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at the college level)

2. Student Appeals

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

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of texts, references and other resource materials including electronic and web based resources?
2. What processes are to be followed by faculty in the program for evaluating the adequacy of books, references and other resources?

H. Faculty and other Teaching Staff

1. Appointments

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

2. Participation in Program Planning, Monitoring and Review

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

3. Professional; Development

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

(a) Improvement of skills in teaching?

(b) Other professional development including knowledge of research and developments in their field of teaching?

4. Preparation of New Teaching Staff

Describe the process used for orientation and/or 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.

5. Part Time and Visiting Teaching Staff

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

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with learning theory for different types of learning,

assessment of understanding and skill of teaching staff in using different strategies)
b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?

2. Overall Program Evaluation

a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
(i) from current students and graduates of the program?
(ii) from independent advisors and/or evaluator(s)?.

(iii) from employers and/or other stakeholders.

b. What key performance indicators will be used to monitor and report annually on the quality of the program?

c. What processes will be followed for reviewing these assessments and planning action to improve the program?

Attachments.

1.Copies of regulations and other documents referred to in a template preceded by a table of contents.

2. Course specifications for all courses including field experience specifications if applicable.

Allocation of Responsibilities for Learning Outcomes to Courses

Learning Outcomes	Courses																				
Course Code and Number																					
Knowledge Facts Concepts, theories Procedures																					
Cognitive Skills Apply skills when asked Creative thinking and problem solving																					
Interpersonal Skills and Responsibility																					
Responsibility for own learning																					
Group participation and leadership																					
Act responsibly-																					

personal and professional situations																					
Ethical standards of behavior																					
Communication IT and Numerical Skills																					
Oral and written communication																					
Use of IT																					
Basic maths and statistics																					
Psychomotor Skills																					

√ Major Responsibility x Minor Responsibility

(Note: Add additional sheets if necessary to include all required courses in the program including any courses offered by other departments)

Form (4)

Course Description Form

National Commission for Academic Accreditation & Assessment

Course Specification

Institution
College/Department

A Course Identification and General Information

1. Course title and code:
2. Credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours

2 Course components (total contact hours per semester):				
Lecture:	Tutorial:	Laboratory	Practical/Field work/Internship	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

(ii) Teaching strategies to be used to develop that knowledge

(iii) Methods of assessment of knowledge acquired
b. Cognitive Skills
(i) Description of cognitive skills to be developed
(ii) Teaching strategies to be used to develop these cognitive skills
(iii) Methods of assessment of students cognitive skills
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to have responsibility to be developed

(ii) Teaching strategies to be used to develop these skills and abilities
(iii) Methods of assessment of students interpersonal skills and capacity to have responsibility
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1			
2			
3			
4			
5			
6			

7			
8			

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. Required Text(s)
2. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) Attach List.
4-.Electronic Materials, Web Sites etc

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
2. Computing resources
3. Other resources (specify: e. g. If specific laboratory equipment is required, list requirements or attach list)

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 of the teaching staff of a sample of student work, and /or 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.

Form (5)

Field Experience Description Form

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

For guidance on the completion of this template, refer to Section 2.6 in Chapter 2 of Part 2 of this Handbook.

Institution
College/Department

A Field Experience Course Identification and General Information

1.Field experience course title and code
2. Credit hours
3. Program in which this field experience activity is offered
4. Name of faculty member responsible for administration of the field experience
5. Duration and time allocation of the field experience activity

6. Level/year at which the field experience is offered

B Objectives

1. Summary of the main learning outcomes for students participating in the field experience activity.
2. Briefly describe any plans for developing and improving the field experience activity that are being implemented.
3. Learning Outcomes in Domains of Learning For the domains of learning shown below indicate: • A brief summary of the knowledge or skill the field experience is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill. • The methods of student assessment to be used in the course to evaluate

learning outcomes in the domain concerned. (Note that the objectives of the field experience may not include all of the domains and the items should be completed only for kinds of learning the field experience activity is intended to develop)
a. Knowledge
(i) Description of the knowledge to be acquired
(ii) What will be done to develop that knowledge
(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills
(i) Description of cognitive skills to be developed
(ii) What will be done to develop these cognitive skills
(iii) Methods of assessment of skills developed

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to have responsibility to be developed
(ii) What will be done to develop these skills and abilities
(iii) Methods of assessment of skills and abilities developed
d. Communication, Information Technology and Numerical Skills

(i) Description of the numerical and communication skills to be developed
(ii) What will be done to develop these skills
(iii) Methods of assessment of skills developed
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) What will be done to develop these skills
(iii) Methods of assessment of psychomotor skills

C Description of Field Experience Activity (General description in the form to be used for the Bulletin or Handbook should be attached)

1. At what stage or stages during the program does the field experience occur?
2. Organizational structure (e.g. single time block, distributed time blocks, recurrent schedule of XXX days per week)
3. Student Activities Describe the principal activities in which the students will be involved during the field experience.

4. Student assignments or reports (if any) a. Title or description	b. When are these assignments or reports required?

5. Follow up with Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (eg. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)

6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff working in the field location. (eg. Planning activities for student's development of skills, advice to students, assessment of performance)

7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (e.g. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)

8. Arrangements for student guidance and support
9. What facilities and support are required at the field experience location? (if any) *a. Accommodation* *b Computer resources* *c Learning support materials*

d Other

D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?
2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (for example, briefing meetings and follow up consultation, training, staff development, notes for guidance.)
3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)

4. Safety and Risk Management Describe process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements).

E Student Assessment

1. Basis for Assessments. List the major performance criteria or matters considered in deciding on student grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weightings are given for different tasks or criteria indicate the weighting given to each component
2. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in the field location for student assessment
3. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment
4 Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

F: Evaluation of the Field Experience

1. Arrangements for evaluation of field experience activity by: a. Students b. Supervising staff in the field setting c. Supervising faculty from the institution e. Others—(e.g. graduates, independent evaluator, etc.)
2. Describe the planning arrangements for periodically reviewing the effectiveness of the field experience and planning for improvement.

Form (6)

A Matrix of Identifying Learning Outcomes of the Program Courses

Learning Outcomes	Course Codes and numbers									
Information										
Facts, Concepts, Theories										
Cognitive Skills										
Skill Application **Creative Thinking and Problem Solving**										
Interpersonal Skills										
Learning Responsibility										
Collaboration and Leadership										
Personal and Professional Accountability										
Ethical Standards of Behavior										
Communication, IT, and Numerical Skills										
Oral and Written Communication										
Utilizing IT										
Mathematics and Statistics										

√ The course is basically responsible for this outcome.

× The course is secondarily responsible for this outcome.

Form (7)

The Human and Material Potentials Necessary for the Program

A. Human Potentials:

	Faculty Members					Administrators, Qualifications and Experience	Technicians, Qualification and Experience
	Demonstrator	Lecturer	Assistant Prof.	Associate Prof.	Prof.		
Available							
Total							
Actual Need							
Total							

B. Material Potentials:

	Available	Needed	Available Equipment	Needed Equipment
Classrooms				
Labs and Workshops				
Faculty and administrators Offices				
Library				

- **A separate Statement can be attached for each of the above.**

Chapter Four

Forms of Assessing Academic Plans and Programs

The following forms are utilized by the curriculum and plans committees at the Department, College, and the University Level:

- Form (1): A Verification list of the components and procedures followed in setting the academic plan and program. This Form is utilized by the curriculum and planning committees of the Departments, Colleges, University, and the Deanship of Academic Development and Quality at the University.

- Form (B): The Academic Program Specification Evaluation Form. This Form is utilized by the curriculum and planning committees of the Department, College, and University levels.

- Form (C): Course Specification Evaluation Form. This form is utilized by the curriculum and planning committees at the Department, College, and University levels.

- Form (D): Field Experience Specification Form. This form is utilized by the curriculum and planning committees at the Department, College, and University levels.

Form (1)

A verification list of the components and procedures followed in constructing the academic plan and program.

"This Form is utilized by the Curriculum and Planning Committees of the Departments, Colleges, University, and the Deanship of Academic Development and Quality at the University".

No	Item	Yes	No	Notes
1	An application was submitted to approve a new plan or develop a current one.			
2	A working team was formed to set a plan for the proposed program.			
3	A training session was held to develop the academic plans and programs for the working team			
4	The plan was officially approved by the department council session held on …/…../…..			
5	The plan was officially approved by the college council session held on …/…../…..			
6	The qualifications national framework was adopted.			
7	A set of approved academic plans and programs at local and international Universities has been utilized (Form 1).			
8	Stakeholders viewpoints have been utilized (Attach relevant questionnaires, workshops, and working groups).			
9	Questionnaires were administered to students to get their opinions about the academic plan or program (Questionnaires, workshops, interviews, and e-mails should be attached)			
10	Questionnaires were administered to graduates to get their opinions about the academic plan or program (Questionnaires, workshops, interviews, and e-mails should be attached)			
11	The targeted learning outcomes of the program have been identified (information and skills identified by National framework of qualifications).			
12	The plan includes a field training course (as much as possible).			
13	The practical aspect has been intensified in some courses.			
14	The academic program specification has been included.			
15	The academic course specification has been			

	included.			
16	The course language instruction has been determined			
17	The form of human and material potentials necessary for the program has been included.			
18	The minimum number of credit hours has been determined.			
19	The College or program vision, mission, and goals have been determined.			
20	The plan has been refereed by two specialists at least.			
21	The name of graduate qualification has been determined.			
22	Admission conditions have been determined.			
23	Employers employing graduates are determined.			
24	A matrix for identifying learning outcomes of the program courses has been prepared.			
25	A matrix for identifying the extent of the program correspondence with the qualifications national framework and benchmarking has been prepared (Form 2)			

Form (B)
Evaluating an Academic Program Specification
"This form is utilized by the curriculum and planning committees of the Departments, Colleges, and University"

University:……. College:…….. Department: ……
Program Name:……Degree granted: ……Total of credit hours:……

Tick (√) where is appropriate.

- If the item is not applicable, please explain in "the Notes Column):
- The Specifications of the National Commission of Assessment and Academic Accreditation can be used as a guide.

No	Description	Details	Assessment		Notes
			Yes	No	
1	Program Identification and General Information	- Program title and code			
		- Total credit hours needed for completion of the program			
		- Award granted on completion of the program			
		- Major tracks/pathways or specializations within the program			
		- Intermediate exit points and awards			
		- Professions or occupations for which students are prepared.			
		- Program co-coordinator			
		- Location if not on main campus or locations if program is offered in more than one location.			
2	Program Context	- Explain why the program is needed			
		- Relationship (if any) to other programs offered by the institution/college/department.			
		- Do students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program?			
		- What should be done in the program to respond to these special characteristics?			

3	**Program Mission**				
		- Program Mission Statement			
		- List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission.			
4	**Program Structure and Organization**	**1- Program Description:** - 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.			
		2- Development of Special Student Characteristics or Attributes: - List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. - For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.			
		3- **Required Field Experience Component**: - A more detailed field experience specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program. - Brief description of the field			

		experience activity - List the major intended learning outcomes for the program to be developed through the field experience - At what stage or stages in the program does the field experience occur? (e.g. year, semester) - Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester). - Number of credit hours.			
		4- Project or Research Requirements (if any): - Brief description. - List the major intended learning outcomes of the project or research task. - At what stage or stages in the program is the project or research undertaken? (e.g. year, semester) - Number of credit hours. - Summary description of provisions for student academic advising and support. - Description of assessment procedures (including mechanism for verification of standards).	-		
		5- Development of Learning Outcomes in Domains of Learning: **a.** ***Knowledge :*** - Summary description of the knowledge to be acquired. - Teaching strategies to be used to develop that knowledge. - Methods of assessment of knowledge acquired . **b.** ***Cognitive skills***: - Summary description of the knowledge to be acquired.			

		- Teaching strategies to be used to develop that knowledge. - Methods of assessment of knowledge acquired . **c.** ***Interpersonal Skills and Responsibility*** - Summary description of the knowledge to be acquired. - Teaching strategies to be used to develop that knowledge. - Methods of assessment of knowledge acquired . **d.** ***Communication, Information Technology and Numerical Skills*** : - Summary description of the knowledge to be acquired. - Teaching strategies to be used to develop that knowledge. - Methods of assessment of knowledge acquired . **e.** ***Psychomotor Skills)***: - Summary description of the knowledge to be acquired. - Teaching strategies to be used to develop that knowledge. - Methods of assessment of knowledge acquired .			
		6- **Admission Requirements for the program:** - A handbook or bulletin description of admission requirements including any course or experience prerequisites is attached.			
		7- Attendance and Completion Requirements: - A handbook or bulletin description of requirements for			

		attendance, progression from year to year, and program completion is attached.			
5	**Regulations for Student Assessment and Verification of Standards**	- Regulations or policies for allocation and distribution of grades.			
		- What processes will be used for verifying standards of achievement			
6	**Student Administration and Support**	***a. Student Academic Counseling:*** - Arrangements to be made for academic counseling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level) are described. ***b. Student Appeals***: - Regulations for student appeals on academic matters, including processes for consideration of those appeals are attached.			
7	**Text and Reference Material**	- The process to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources are illustrated.			
		- The processes to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision are mentioned.			
8	**Faculty and other Teaching Staff**	***a. Appointments:*** - The process of employment of new teaching staff are summarized			

		b. Participation in Program Planning, Monitoring and Review: - The process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement. ***c. Professional; Development:*** - Arrangements made for professional development of teaching staff to improve their skills in teaching are mentioned. - Arrangements made for other professional development of teaching staff including knowledge of research and developments in their field of teaching are mentioned. ***d. Preparation of*** New ***Teaching Staff:*** - The process used for orientation and/or 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 is described. ***e. Part Time and Visiting Teaching Staff:*** - A summary of Program policy on appointment of part time and visiting teaching staff is provided.	***f.***		
9	**Program Evaluation and Improvement Processes**	***a. Effectiveness of Teaching***: - Processes used to evaluate and improve the strategies planned for developing learning in the different domains of learning			

		are mentioned. - Processes used for evaluating the skills of teaching staff in using the planned strategies are mentioned.			
		b. Overall Program Evaluation: ***a.*** Strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes from: - current students and graduates of the program . - independent advisors and/or evaluator(s). - employers and/or other stakeholders. ***b.*** Key performance indicators which will be used to monitor and report annually on the quality of the program are mentioned. ***c.*** Processes that will be followed for reviewing these assessments and planning action to improve the program are mentioned.			

Form (c)

Course Specification Evaluation Form
"This Form is utilized by the curriculum and plans committees at the Department, , College, and University"

University:……. College:…….. Department: ……
Program Name:……Degree granted: ……Total of credit hours:……

Tick (√) where is appropriate.

- If the item is not applicable, please explain in "the Notes Column):
- The Specifications of the National Commission of Assessment and Academic Accreditation can be used as a guide.

No	Description	Details	Assessment		Notes
			Yes	No	
1	**Course Identification and General Information**	1. Course title and code			
		2. Credit hours			
		3. Program(s) in which the course is offered.			
		4. Name of faculty member responsible for the course			
		5. Level/year at which this course is offered			
		6. Pre-requisites for this course (if any).			
		7. Co-requisites for this course (if any)			
		8. Location if not on main campus			
2	**Objectives**	1. A Summary of the main learning outcomes for students enrolled in the course is given.			
		2. Briefly, list any plans for developing and improving the course being implemented are described.			
3	**Course Description**	1. Topics to be Covered are listed.			
		2. Course components are mentioned.			

		3. Additional private study/learning hours expected for students per week are determined.			
		4. Development of Learning Outcomes in each Domain of Learning is indicated as follows: ***a. Knowledge domain:*** - A Description of the knowledge to be acquired is given. - Teaching strategies to be used to develop that knowledge are determined. - Methods of assessment of knowledge acquired are determined. b. ***Cognitive Skills***: - Cognitive skills to be developed are identified. - Teaching strategies to be used to develop these cognitive skills. - Methods of assessment of student cognitive skills. c. ***Interpersonal Skills and Responsibility***: - Description of interpersonal skills and capacity to have responsibility to be developed is given. - Teaching strategies to be used to develop these skills and abilities are determined. - Methods of assessment of students interpersonal skills and capacity to carry responsibility			

		are determined. ***d. Communication, Information Technology and Numerical Skills:*** - A description of the skills to be developed in this domain is given. - Teaching strategies to be used to develop these skills are determined. - Methods of assessment of student numerical and communication skills ***e. Psychomotor Skills (if applicable):*** - Description of the psychomotor skills to be developed and the level of performance required is given. - Teaching strategies to be used to develop these skills are determined. - Methods of assessment of student psychomotor skills are determined. 5. A Schedule of Assessment Tasks for Students During the Semester is given.			
4	**Student Support**	- Arrangements for availability of teaching staff for individual student consultations and academic advice are determined. (include amount of time teaching staff are expected to be available each week)			

5	**Learning Resources**	1. Required text(s) are determined.			
		2. Essential references are listed.			
		3. Recommended books and reference material (journals, reports, etc) are listed.			
		4. Electronic materials, web sites etc. are determined.			
		5. Other learning material such as computer-based programs/CD, professional standards/regulations are mentioned.			
5	**Facilities Required**	1. Accommodation (lecture rooms, laboratories, etc.) is determined.			
		2. Computing resources are determined.			
		3. Other resources are listed.			
6	**Course Evaluation and Improvement Processes**	1. Strategies for obtaining student feedback on effectiveness of teaching are determined.			
		2. Other strategies for evaluation of teaching by the instructor or by the department are determined.			
		3. Processes for improvement of teaching are mentioned.			
		4. Processes for verifying standards of student achievement (e.g. by an independent member of the			

		teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution are mentioned).			
		5. The planning arrangements for periodically reviewing course effectiveness and planning for improvement are described.			

Form (D)

Field Experience Specification Evaluation Form
"This form is utilized by the curriculum and plans committees of the Department, College, and University"

University:……. College:…….. Department: ……
Program Name:……Degree granted: ……Total of credit hours:……

Tick (√) where is appropriate.

- If the item is not applicable, please explain in "the Notes Column):
- The Specifications of the National Commission of Assessment and Academic Accreditation can be used as a guide.

No	Description	Details	Assessment		Notes
1	Field Experience Course Identification and General Information	1. Field experience course title and code.	**Yes**	**No**	
		2. Credit hours			
		3. Program in which this field experience activity is offered			
		4. Name of faculty member responsible for administration of the field experience.			
		5. Duration and time allocation of the field experience activity			
		6. Level/year at which the field experience is offered .			
2	**Objectives**	1. Summary of the main learning outcomes for students participating in the field experience activity.			
		2. Briefly describe any plans for developing and improving the field experience activity that			

		are being implemented.			
		2. Learning outcomes in the following domains of learning are determined as follows:			
		a. Knowledge: - Description of the knowledge to be acquired. - What will be done to develop that knowledge. - Methods of assessment of knowledge acquired			
		b. Cognitive Skills: - Description of cognitive skills to be developed. - What will be done to develop these cognitive skills. - Methods of assessment of skills developed.			
		c. Interpersonal Skills and Responsibility: - Description of the interpersonal skills and capacity to have responsibility to be developed. - What will be done to develop these skills and abilities. - Methods of assessment of skills and abilities developed.			

		d. Communication, Information Technology and Numerical Skills: - Description of the numerical and communication skills to be developed. - What will be done to develop these skills. - Methods of assessment of skills developed.			
		e. Psychomotor Skills (if applicable): - Description of the psychomotor skills to be developed and the level of performance required. - What will be done to develop these skills. - Methods of assessment of psychomotor skills.			
3	**Description of Field Experience Activity**	1. At what stage or stages during the program does the field experience occur?			
		2. Organizational structure .			
		3. Student Activities: Describe the principal activities in which the students will be involved during the field experience.			
		4. Student assignments or reports (if any)			
		5. Follow up with			

		Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (e.g. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)			
		6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff working in the field location. (e.g. Planning activities for student development of skills, advice to students, assessment of performance)			
		7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (e.g. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)			
		8. Arrangements for student guidance and support			
		9. What facilities and			

		support are required in the field experience location? (if any)			
4	**Planning and Preparation**	***1. Identification of Field Placements:*** - The processes used to identify appropriate field placements are mentioned			
		2. ***Preparation of Field Supervisors.*** - Timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting are briefly described and indicated.			
		3. ***Preparation of Student:*** - Timing of arrangements made for preparation of students for participation in the field experience activity are briefly described and indicated			
		4. ***Safety and Risk Management*** : - Processes used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks are described.			

5	**Student Assessment**	1. ***Basis for Assessments:*** - The major performance criteria or matters considered in deciding student grades are listed.			
		2. Field Supervisors Responsibility for Assessment: The responsibility of supervising staff in the field location for student assessment is described.			
		3. ***Supervising Faculty Responsibility for Assessment:*** The responsibility of supervising faculty from the institution for student assessment is described.			
		4. ***Resolution of Differences in Assessments:*** - Processes followed for resolving any differences between staff in the field location and faculty from the institution sharing responsibility for student assessment are listed.			
6	**Evaluation of the Field Experience**	1. Arrangements for evaluation of field experience activity by students, supervising staff in the field setting, supervising faculty from the institution and others are mentioned.			
		2. The planning arrangements for periodically reviewing			

		the effectiveness of the field experience and planning for improvement are described.			

Definition of Terms

The Academic Program:

A number of mandatory and elective courses categorized at specific levels during the program time, which constitute the student's graduation requirements in order to obtain the relevant scientific degree of a specific specialization.

Program Specification:

An approved form with accurate description of the program. This description includes thorough information about the academic program, the degree it awards, the credit hours, its mission, goals, framework, targeted learning outcomes, teaching and assessment strategies, the regulatory procedures in terms of students and faculty staff members, learning resources as well as the evaluation and development mechanisms of the program.

University Requirements:

These are mandatory courses studied by all university graduates regardless of their specializations. These courses are related to general information and skills required of the community and well educated citizens such as Islamic culture, Arabic language, and Introduction to Computer ourses.

College Requirements:

They are mandatory courses which will be studied by all college graduates regardless of their specializations. Although these courses are less general than those of the university, they are related to the other specializations.

For instance, There are general requirements for graduates of college of engineering that are different from those requirements for graduates in colleges of education and sciences. These requirements should be at the professional level (engineers, physicians, teachers……etc).

Specialization Requirements:

They are academic courses closely related to the program academic specialization. These courses determine the targeted learning outcomes students should achieve by the end of the program.

Mandatory Courses:

A number of basic courses to be studied and passed by all students enrolled in the program. These courses deal with information and skills closely related to the program specialization (area).

Elective Courses:

A number of courses students can select from what corresponds with their tendencies and attitudes. Although these courses are different, they have similar learning outcomes. A student must select one of these elective courses.

An Academic Level:

Total courses studied by a student at one semester. A student moves from one level to another after passing the requirements of the previous level.

An Academic Course:

It is one of the approved academic plan subject matters of a specific program at a specific level. Each course has a title and a code as well as a detailed description that distinguishes it from other courses. It also has a specific file in the relevant department for the sake of follow up , evaluation and development procedures. Some courses require previous or synchronous prerequisites.

Course Specification:

It is an accurate description form including course identification, objectives. targeted learning outcomes, teaching strategies, assessment techniques, learning resources, and mechanisms for evaluating and developing the course.

Credit Hours (Academic Units):

The amount of effort or the size of the expected learning to pass a certain degree (qualification) or course. Each hour or unit of academic credit, usually, represents attendance at one scheduled period of instruction per week throughout a semester, or term.

Learning Outcomes:

Statements that describe what students should acquire of information and skills. The National Commission of Assessment and Academic Accreditation determined five types of outcomes: Knowledge, Cognitive skills, Interpersonal and Responsibility Skills, Communication, Information Technology and Numerical Skills , and Psycho Motor Skills.

Program Benchmarking:

Assessing the program performance in specific fields against approved other programs that are distinct in the same fields in order to determine the program performance levels and improvement mechanisms.

Program Effectiveness Indicators:

They are multi quantitative or descriptive measures that may include : development of success rates, development of graduate numbers, increase in employment rates of the program graduates, students' , graduates' and employers' satisfaction levels.

National Framework of Qualifications:

It is a document that determines the levels and learning standards required for awarding academic and professional degrees. It is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria may be implicit in the qualification descriptors themselves or made explicit in the form of a set of level descriptors. For more details, see www.ncaaa.org.sa