

### T4. 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 and to the Advisorlines on Using the Template for a Program Specification in Attachment 2 (b).*

1. Institution : Najran University	Date: 5/8/1438 AH
2. College/Department: Administrative Sciences- Accounting Department	
3. Dean/ Department Head: Dr. Saud Ibn Abdullah Al-Mashait (College Dean). Prof. Mahfouz Saleh Al-Tamimi (Program Coordinator).	
4. Insert program and college administrative flowchart:	

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graph TD
    Board[Board of Department] --- Head[Head of Department]
    Board --- Advisory[Advisory Board]
    Head --- Deputy[Deputy of Department]
    Head --- FQC[Female Coordinator of Quality]
    Head --- FAA[Female Academic Adviser]
    Head --- FCA[Female Coordinator of Activities]
    Head --- FCS[Female Coordinator of Schedule]
    Head --- SecL[Secretary]
    Head --- Trustee[Trustee of Department]
    Head --- CoQ[Coordinator of Quality]
    Head --- AA[Academic Adviser]
    Head --- CoA[Coordinator of Activities]
    Head --- CoS[Coordinator of Schedule]
    Head --- SecR[Secretary]
    
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5. List all branches offering this program :

Main Compass (Boys section)

Branch1 : \_\_\_\_\_

Branch 2: \_\_\_\_\_

#### A. Program Identification and General Information

1. Program title and code :

Accounting Program- حسب

2. Total credit hours needed for completion of the program:

134 credit hours

3. Award granted on completion of the program:

Bachelor in Accounting

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):

Not applicable

5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program):

Not applicable

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):

Accountant

Auditor

Financial Analyst

Cost and Management Accountant

7. (a) New Program	<input checked="checked" type="checkbox"/>	Planned	starting date	<div style="border: 1px solid black; padding: 2px 10px;">18/10/1434</div>
(b) Continuing Program	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>			
Year of most recent major program review				<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>
Organization involved in recent major review (eg. internal within the institution)				
Accreditation review by : _____				
Other : _____				
The program was reviewed by:				
1- Internal review by the program teaching staff				
2- Review by members of Administrative Sciences Council-Najran University				
3- Review by the Administrative Sciences Technical Support Officials				
4- Review by Teaching and Learning Unit at Deanship of Development and Quality on 23/8/1437 AH				
5- Review by an external reviewer				

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.  
Prof. Mahfouz Saleh Al-Tamimi, Program Coordinator

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

Campus Location	Approval By	Date
Main Campus:	Higher Education Council- Decision No.2962	29/11/1428AH
Branch 1:		
Branch 2:		

## B. Program Context

1. Explain why the program was established:

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

**Economic reasons:**

- Qualifying financial and accounting personnel to meet the needs of the local community in public and private sectors.
- Preparing graduates capable of facing economic changes, accounting information technology and electronic accounting programs.
- Keeping up with economic and information technology development and the local market need of the specialization of accounting, auditing and financial, tax and Zakat consultations by providing the labor market with qualified personnel.

**Social reasons:**

- Contribution to developing the local community through providing accounting education and counselling.

**Cultural reasons:**

- Disseminating the culture of Accounting science
- Qualifying and preparing graduates to pursue their high and professional studies in the field of Accounting.

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

<b><u>University mission</u></b>	Promoting educational practices	Promoting research practices	Promoting administrative practices	Cooperation with academic units	Community partnership	In light of the Islamic values
<b><u>Program mission</u></b>						
Preparing competent qualified scientifically	√	×				
Preparing competent qualified professionally			√			
fulfill the needs of the labour market					√	
According to islamic values.						√
				×		

There is a compatibility between NU mission and the program mission concerning the following:

Preparing competent qualified scientifically and professionally to fulfill the needs of labor market and community partnership according to the Islamic values. Therefore, the percentage of compatibility between the University mission and the program mission is 80%.

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

- Periodic review of programs' courses through forming a committee to ensure their appropriateness for students' needs.
- Cooperation between the departments through joint committees that examine courses' study plans among departments and the new needs.
- Periodic review of programs' learning outcomes through programs management that offers these courses to ensure that they meet the needs of these programs.
- Surveying students' opinions about the utilization of accounting courses they study in the program to provide feedback.
- Evaluating the program by external authorities.

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

**Yes**

☒

**No**

☐

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

- Ensuring that courses' learning outcomes are contributing to achieving the program learning outcomes through reports of the courses' professors.
- Forming joint committees to review the course evaluation requirements and to identify their relation to the program and meeting Accounting students' needs.
- Surveying students' opinions about benefiting from courses of the Accounting program.
- Consistence between the labor market needs and the program complementary specializations.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. 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?  
**Not applicable**

### C. Mission, Goals and Objectives:

Program Mission Statement (insert) :  
" Preparing competent qualified scientifically and professionally in the field of accounting in order to contribute to fulfill the needs of the labor market according to Islamic values "

List program goals (e.g. long term, broad based initiatives for the program, if any)

- 1- Preparing competent qualified scientifically and professionally in the field of accounting
- 2- Providing graduate with the required scientific knowledge in the labor market.
- 3- Keeping up with economic development and information technology.

3. 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
1. Qualifying students theoretically and practically in various accounting fields and their applications.	1. Percentage of students' success in all courses is 60%.	1. Using the latest teaching systems by scientifically distinguished staff. 2. Periodic evaluation of programs and learning outcomes by specialized experts. 3. Continuous development of the teaching staff skills.
2. Provide students with the skills pf preparing budgets, develop their abilities to plan, implement, and control financial operations, and prepare reports.	1. Result of students' evaluation of courses is 75% satisfaction. 2. Employment of 50% of graduates during the year of graduation. 3. Degree of employment bodies' satisfaction with the program graduates.	
3. Provide students with the skills of applying accounting	1. Average result of cooperative training is	1. Relying on economic institutions' periodic field

principles during their practice.	70%. 2. Degree of employment bodies' satisfaction with the program graduates.	visits. 2. Involving students in the evaluation of courses and programs and encouraging them to identify their specialization in the economic institutions.
4. Informing students about ethical issues of various Accounting practices.	1. Average result of cooperative training is 70%.	3. Using classroom and extracurricular activities to refine student experience
5. Enabling students to deal with accounting problems in the working life, and urging them to pay attention to the profession ethics.	1. Average result of cooperative training is 70%.	4. Establishing partnership with different economic parties to meet the labor market's specializations and programs.
6. Developing students' abilities to deal with electronic accounting programs.	1. Degree of student proficiency to use electronic Accounting programs in practical exercises.	2. Training on using modern technology in Accounting field. 3. Encouraging students to read relevant scientific journals and follow-up new economic events through visual and audio e-learning resources.
7. To introduce the student to all the latest economic and financial events at the local and international level and its effects on accounting applications and control of financial operations	1. The highest degree of students' satisfaction with the experiences and skills they acquired during their study in the program.	4. Relying on training courses to develop abilities of the teaching staff and informing them about updates in Accounting field.

## D. Program Structure and Organization

### 1. Program Description ج:

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/location 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.

College Or Department	Credit Hours	*Prerequisite courses	Required or Elective Required	Course Title	Course Code	Level
Preparatory Year	2		Required	Introduction to Mathematics	رياض 140	<b>Prep Year</b>
Preparatory Year	3		Required	Computer skills	تقن 140	
Preparatory Year	1		Required	Learning, thinking and research skills	نهج 150	
Preparatory Year	1		Required	Ethics of the profession -1	دار 150	
Preparatory Year	2		Required	Communication skills-1	علم 150	
Preparatory Year	3		Required	Calculus- 2	نجم 142	
Administrative Sciences	3		Required	Principles of Business Administration	111 MGT-3	<b>Level (3)</b>
Administrative Sciences	3		Required	English for business	112 MGT-3	
Administrative Sciences	3		Required	Accounting Principles (1)	121 ACC-3	
Administrative Sciences	3		Required	Principles of Microeconomics	131 قصد 3	
Administrative Sciences	3		Required	Administrative Statistics	141 أحص-3	
Sharia	2		Required	Introduction to Islamic Culture	111 سلم 2-	
Administrative Sciences	3	111 MGT -3	Required	organizational behavior	113 MGT-3	<b>Level (4)</b>
Administrative Sciences	3	111 MGT -3	Required	Principles of Marketing	114 MGT-3	
Administrative Sciences	3	121 ACC-3	Required	Accounting Principles (2)	122 ACC-3	
Administrative Sciences	3	131 قصد-3	Required	Principles of macroeconomics	132 قصد-3	
Administrative Sciences	3	-	Required	Introduction to Commercial Law	102 قان-3	
Arts	2	-	Required	language skills	201 عرب-2	
Sharia	2	111 سلم - 2	Required	Islamic Culture (2)	112 سلم-2	<b>Level (5)</b>
Administrative	3	122 ACC-3	Required	SME Accounting (1)	221 ACC-	



Sciences					3	
Administrative Sciences	3	121 ACC-3	Required	Cost Accounting (1)	222 ACC-3	
Administrative Sciences	3	122 ACC-3	Required	Accounting of specialized establishments	223 ACC-3	
Administrative Sciences	3	111 MGT -3	Required	financial administration	214 MGT -3	
Administrative Sciences	3	111 MGT -3	Required	Operations administration	212 MGT -3	
Arts	3	—	Required	Arabic writing	202 عرب-2	
Sharia	2	112 سلم-2	Required	Islamic Culture (3)	113 سلم-2	
Administrative Sciences	3	222 ACC-3	Required	Cost Accounting (2)	224 ACC-3	<b>Level (6)</b>
Administrative Sciences	3	122 ACC-3	Required	Companies Accounting	225 ACC-3	
Administrative Sciences	3	122 ACC-3	Required	Government and non-profit organizations Accounting	226 ACC-3	
Administrative Sciences	3	221 حسب-3	Required	SME Accounting (2)	227 ACC-3	
Administrative Sciences	3	111 MGT -3	Required	Administrative information systems	213 MGT -3	
Sharia	2	113 سلم-2	Required	Islamic Culture (4)	114 سلم-2	
Administrative Sciences	3	227 ACC-3	Required	Auditing (1)	321 ACC-3	<b>Level (7)</b>
Administrative Sciences	3	122 ACC-3	Required	Banking and insurance Accounting	322 ACC-3	
Administrative Sciences	3	224 ACC-3	Required	Administrative Accounting	323 ACC-3	
Administrative Sciences	3	225 ACC-3	Required	Advanced Accounting	324 ACC-3	
Administrative Sciences	3	122 ACC-3	Required	Zakat and tax Accounting	325 ACC-3	
Administrative Sciences	3	225 ACC-3	Required	Financial Transactions Jurisprudence	351 فقه-3	
Administrative Sciences	3	321 ACC-3	Required	Auditing (2)	326 ACC-3	<b>Level (8)</b>
Administrative Sciences	3	214 MGT -3	Required	Financial lists analysis	327 ACC-3	
Administrative Sciences	3	324 ACC-3	Required	International Accounting	328 ACC-3	

Administrative Sciences	3	227 ACC-3	Required	Accounting Theory	329 ACC-3	
Administrative Sciences	3	212 MGT -3	Required	Investment administration	361م-3	
Administrative Sciences	3	Synchronous with the theory	Required	Scientific Research Methodology	316 MGT -3	
Administrative Sciences	3	423 ACC-3	Required	Computer Accounting applications	421 ACC-3	
Administrative Sciences	3	327 ACC-3	Required	Financial Accounting in English	422 ACC-3	<b>Level (9)</b>
Administrative Sciences	3	213 MGT -3	Required	Accounting Information Systems	423 ACC-3	
Administrative Sciences	3	316 MGT -3	Required	Cooperative Training	424 ACC-3	

**2. 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: see Field Experience Specification.
<p>a. Brief description of field experience activity :</p> <p>Cooperative training offered in the ninth level. By the end of the training period, student prepares a report to be discussed. The course degrees are 100 distributed on five axes (periodic progress reports, training supervisor evaluation, final report, presentation and discussion). Course success degree is 60 degrees. Students are trained in some institutions including banks, Ministry of Finance, Najran Cement factory and Aramco...</p> <p>The learning outcomes of the cooperative training are:</p> <ol style="list-style-type: none"> <li>1. Student identifies work environment and differences between academic study and practical work.</li> <li>2. Student applies knowledge he/she acquires in the Accounting program.</li> <li>3. Student prepares the required financial reports.</li> </ol>
<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester)</p> <p>Cooperative training is offered in the ninth level for 15 hours a week and for 9 weeks.</p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p>For 9 weeks by 15 hours a week.</p>
<p>d. Number of credit hours (if any) :</p> <p>3 hours</p>

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

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)	Not applicable
a. Brief description:	Not applicable
b. List the major intended learning outcomes of the project or research task.	Not applicable
c. At what stage or stages in the program is the project or research undertaken? (e.g. level)	Not applicable
d. Number of credit hours (if any) :	Not applicable
e. Description of academic advising and support mechanisms provided for students to complete the project.	Not applicable
f. Description of assessment procedures. (including mechanism for verification of standards)	Not applicable

### 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* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in 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	Knowledge		
1.1	<b><u>Recall</u></b> the concepts, rules and basics of accounting and auditing of all financial transactions of units.	Lectures. Discussions within lectures. Individual and collective tasks. Electronic Education.	- Exams. -Final exam. -Tasks assessment. -The result Learning outcomes measurement testes.
1.2	<b><u>Develop</u></b> legislation, regulations and laws related to accounting, general legal concepts and the concepts of financial transactions.		
1.3	<b><u>List</u></b> the rules and basics of Arabic writing and editing		
1.4	<b><u>Explain</u></b> the basics, concepts and functions in the field of economic and administrative sciences.		
2.0	Cognitive Skills		
2.1	<b><u>Address</u></b> financial and accounting problems and transactions in the business and public sectors.	Internal discussion and brainstorming. Self-learning method using home process applications. Hold some worksheets and discuss them.	- Quarterly written tests. -Evaluation of classroom activities and homework. -Final test.
2.2	<b><u>Prepare</u></b> financial reports and internal and external audit reports.		
2.3	<b><u>Analyze</u></b> financial reports and budgets using financial statements.		
2.4			
3.0	Interpersonal Skills & Responsibility		
3.1	<b><u>Work</u></b> effectively within team and working groups.	Discussions. Short group tasks and quarterly paperwork.	-Short tests. -Discussion of the work group. -Evaluate what each student has contributed.
3.2	<b><u>Take</u></b> responsibility and interact positively with the other opinion.		
4.0	Communication, Information Technology, Numerical		
4.1	<b><u>Use</u></b> the skills and tools of scientific research and statistical and mathematical methods.	Presentations of research projects. Seminars and the use of information technology in the analysis and presenting	-Evaluation of basic skills in information technology through the scientific work provided by the student. -Evaluation of student
4.2	<b><u>Use</u></b> modern technology and the internet		



[illegible]

[illegible]





### **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 test or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- 1- Review a sample of student's results.
- 2- Review a random sample of test papers and students answer sheets.
- 3- Use of independent opinion.
- 4- The program learning outcomes will be measured and benchmarked with similar program learning outcomes as no batch graduated.
- 5- Surveying student opinion about the program learning outcomes

### **F Student Administration and Support**

#### **1. Student Academic Counselling**

Describe the arrangements for academic counselling 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).

-College Academic Counselling Unit.

-Academic advisor in the department.

-The department administration should meet the student every semester and interact with their problems.

-Distribute students to academic advisors up to ten students for each advisor to follow up student study case and try to solve any problem facing him.

-publicizing office hours so that part of it is dedicated to academic guidance and to help students.

#### **2. Student Appeals**

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

Student appeals list. Attachment (2)

University regulations that clarify student rights and duties related to the educational process and examinations.

- Following up student problems through the academic advisors according to regulations.
- Examining student appeals by the department head or coordinator and the academic advisor.

## **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?

- Meeting faculty members quarterly to discuss books and modern references and inform the public library.
- Using the public library of the university.
- Approval of the required references and books in department council after being determined in courses distribution.
- Participation in the university database where access is available.
- Providing an accounting lab for students.

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

- Visiting libraries accompanied by a faculty member.
- Faculty member shall apply for the required books or by the discussion of the members of the department council.
- Addressing Faculty Deanship of the books and references needed by the program and computer lab.
- Addressing the faculty administration about the necessary equipment required for classrooms preparation.

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

- Periodic review of these books to determine the extent of their impact on students by faculty members.
- Survey the faculty members and analyze the results by the department council.
- Communicate with the library to find out how many students are visiting the library.
- Periodic review and updating of references and books approved by the Department.

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

- Regularly survey of students' views on the library services.
- Discussing results.
- Faculty members and students survey on the adequacy of available learning resources.
- Follow-up the results.

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

- Reporting a list of the names of the books needed by the Department to deanship
- College Deanship shall address Deanship of Libraries based on what has been submitted.
- Deanship of Libraries completes the procedures for obtaining books according to their order.

## **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.

- The scientific department shall raise the annual requirements of faculty members to College Deanship.
- The Dean shall raise the needs of the College to the university administration.
- The university administration announces vacancies.
- Reviewing the CVs submitted by the Deanship.
- The department shall compare the applicants and submit it to the Deanship of the faculty.
- Preparing objective and essay tests for applicants, as teaching assistants, demonstrators and interviewing them after the tests.
- Qualifying and assigning outstanding students as demonstrators them.

### **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.
  - Forming academic committees for various department affairs and presenting strengths and weaknesses that need to be improved (such as curriculum development planning committees and quality standards committees)
  - Activating the recommendations of these committees through discussion within the Department Council and then College Council.
  - Participation of the program staff in monitoring the performance indicators of the program quality and in the implementation of the improvement plans within the scope of the relevant standards.
- b. Explain the process of the Advisory Committee (if applicable) :  
The Advisory Committee is consulted in the annual meetings about the recommendations of the reports on program evaluation, assessment of learning outcomes, amendments for the study plan and curriculum.

### **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.
  - Encouraging faculty members to attend various training courses and activities.
  - Participation in seminars and scientific conferences related to specialization.
  - Attending training courses and workshops held by Deanship of Developing and Quality.
  - Encouraging faculty members to use modern teaching methodologies.
  - Periodic review of the content of the courses, teaching methods and evaluation.
  - Quarterly meeting with the students to discuss their problems in terms of teaching processes.
- b. Other professional development including knowledge of research?  
Encouraging to:
  - Hold training courses to develop the capacity of faculty members in using modern technology skills, communications means and effective presentation.
  - Conduct joint research aimed at improving the educational process and developing the program.
  - Use the results in the development of courses.
  - Invite specialized professors to give some lectures in the department and the faculty.

#### **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.

Holding an induction meeting by the program coordinator which includes:

- Program definition, study plan, courses specification and program handbook.
- Defining the University and College bylaws.
- Encouraging participation in workshops inside and outside the College.
- Clarifying the mechanisms of evaluating the performance of faculty members and students' performance.

#### **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. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

- Nominating visiting professors by the Department Council.
- This is approved by the faculty council.
- It is submitted to the university administration for approval.

## I. Program Evaluation and Improvement Processes

### 1. Effectiveness of Teaching

<p>a. What QA procedures for developing and accessing learning outcomes? Evaluation and development of the program learning outcomes through:</p> <ul style="list-style-type: none"> <li>-Measuring learning outcomes of the program.</li> <li>-Studying the performance indicators of the program learning outcomes.</li> <li>- Faculty members suggestions and initiatives.</li> </ul> <p>b. improvement of teaching strategies and evaluation methods is carried out by the following:</p> <p>1- Knowledge area:</p> <ul style="list-style-type: none"> <li>-Providing some topics in the form of seminars to improve teaching strategies.</li> <li>-Evaluation of student seminars to improve assessment methods.</li> </ul> <p>2- Cognitive field:</p> <ul style="list-style-type: none"> <li>-Students participation in practical applications to improve teaching strategies.</li> <li>-Evaluation of students' participation in practical applications and workshops to improve assessment methods.</li> </ul> <p>3- verifying the skills of faculty members in the use of teaching strategies, as follows:</p> <ul style="list-style-type: none"> <li>-Students' evaluation of course and teaching methods.</li> <li>-The result of the students' course.</li> <li>-Encouraging faculty members to develop their teaching skills by attending relevant training courses and conferences.</li> </ul>
<p>b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?</p> <ul style="list-style-type: none"> <li>1- Holding workshops to review the skills and abilities of faculty members in using different teaching strategies.</li> <li>2- Interviews with faculty members to receive their comments and suggestions on various teaching strategies.</li> <li>3- Surveying students' perception of teaching strategies and assessment strategies through their assessment of the course.</li> </ul>

### 2. Overall Program Evaluation

<p>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:</p>
<p>(i) From current students and graduates of the program</p> <ul style="list-style-type: none"> <li>1- The results of the students' evaluation of the program and their satisfaction with the implementation of activities of the program (learning, guidance and student support, the used</li> </ul>

teaching and evaluation strategies) 2- Results of the graduates' survey on the quality of the program. 3- Interviews with random groups of graduates to identify the quality of the program and identify the strengths and weaknesses.
(ii) From independent advisors and/or evaluator(s) 1- Hold periodic meetings to evaluate the program quality. 2- The results of reviews of the program committees. 3- Use consultation to external evaluators to express their opinion on the program specification and brief specification of the courses and learning outcomes of the program and the learning and evaluation strategies used to assess the quality of the program and the rates of achievement of the targeted learning outcomes. 4- Discuss the report of the external evaluator in the department council, make recommendations accordingly and design the improvement plans.
(iii) From employers and/or other stakeholders 1- Survey employers' views about the appropriateness of graduates and their scientific achievement. 2- Interviews with some employers to identify the strengths and weaknesses of graduates to form advisory bodies to review the program.

#### **Attachments**

- 1. Copies of regulations and other documents referred to 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
<b>Program Dean</b>  <b>or program chair</b>  <b>Main Campus</b>	Dr. Saud Ibn Abdullah Al- Mashait Prof. Mahfouz Saleh Al-Tamimi	(College Dean)  (Program Coordinator).	Dr. Saud Ibn Abdullah Al-Mashait Prof. Mahfouz Saleh Al- Tamimi	5/8/1438 AH
<b>Branch 1</b>				