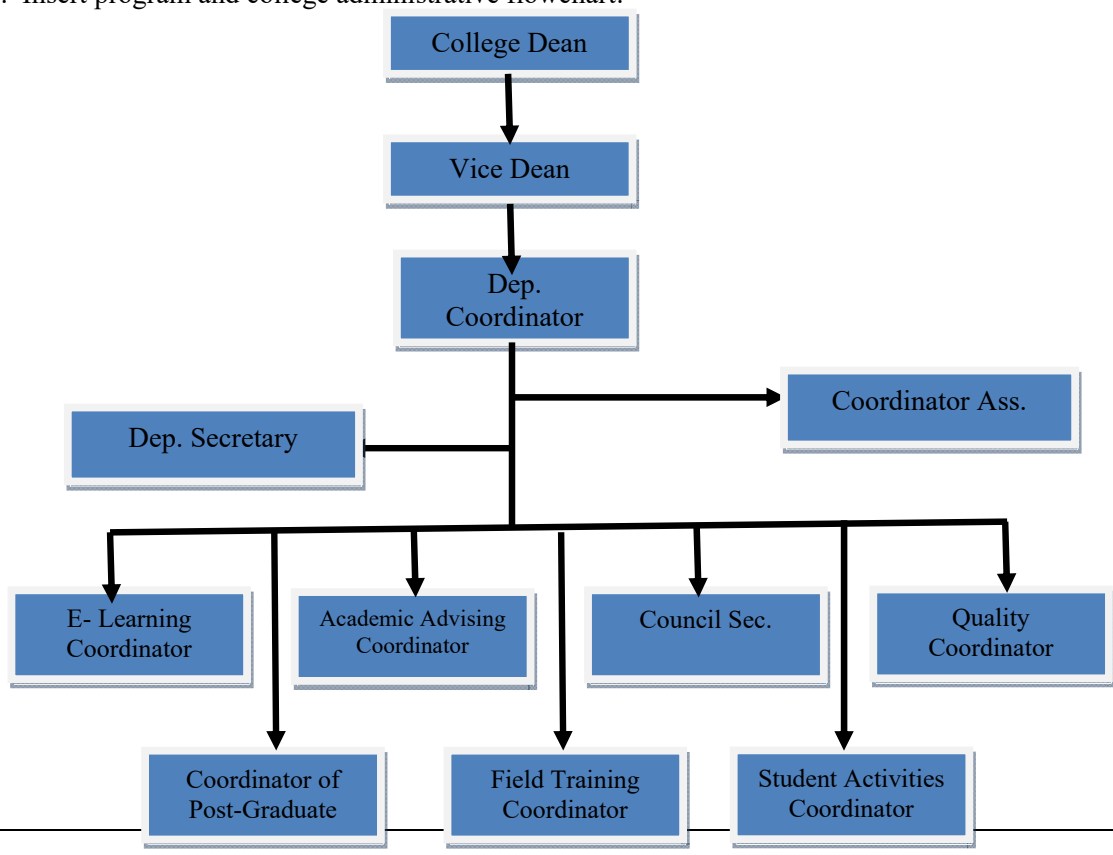


## T4. Program Specification

*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 Guidelines on Using the Template for a Program Specification in Attachment 2 (b).*

1. Institution: Najran University	Date: 1/4/1438
2. College/Department: College of Education; Home Economic Department	
3. Dean/ Department Head: <b>Dr. Regea Mohamed El-Qahtani</b>	
4. Insert program and college administrative flowchart: <div style="text-align: center; margin: 10px 0;">  <pre> graph TD     CD[College Dean] --&gt; VD[Vice Dean]     VD --&gt; DC[Dep. Coordinator]     DC --&gt; DS[Dep. Secretary]     DC --&gt; CA[Coordinator Ass.]     DC --&gt; ELC[E- Learning Coordinator]     DC --&gt; AAC[Academic Advising Coordinator]     DC --&gt; CS[Council Sec.]     DC --&gt; QC[Quality Coordinator]     ELC --&gt; CPG[Coordinator of Post-Graduate]     AAC --&gt; CPG     CS --&gt; FTC[Field Training Coordinator]     QC --&gt; SAC[Student Activities Coordinator]           </pre> </div>	
5. List all branches offering this program: Branch1: Najran City - Female Campus – College of Education for Girls – Home Economics	

Department. Tel: 075446701- Ext.: 1226703  Branch 2: None  Branch 3: _____  Branch 4: _____
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#### A. Program Identification and General Information

1. Program title and code: <b>Bachelor of Home Economic; ECO</b>
2. Total credit hours needed for completion of the program: <b>127 Credit hours</b>
3. Award granted on completion of the program: <b>B.Sc. Degree in Home Economic</b>
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): <b>Only one track (Home Economics)</b>
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program): <b>None</b>
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): - Home economics female teacher in various educational institutions. Others: - Nutritionist in hospitals and female institutions such as schools and nurseries. - Editor journalist in the various fields of home economics. - Nutritionist in rehabilitation centers, elderly care, and health care departments in the Ministry of Health.

- Nutrition technician at the companies of food manufacturing and processing (in the field of evaluation and monitoring).
- Nutrition technician in the Department of Food and Nutrition and technician in the Department of Clothing and Textile.
- Fashion designer in fashion houses or a garment factory.
- Technician in the fields of house management and decor.

7. (a) New Program	<input type="checkbox"/>	Planned starting date	<input type="text"/>
(b) Continuing Program	<input checked="" type="checkbox"/>		
Year of most recent major program review			<input type="text" value="1430/1431H"/>
Organization involved in recent major review (eg. internal within the institution)			
Accreditation review by:			
Other: Internal Revision by: - <b>Teaching and Learning Unit</b> , Deanship of Development and Quality, 2017, 2018.			
- College technical support provider, 2018.			
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both. Dr. Yahia Ali Fagehy			
9. Date of approval by the authorized body (MOE) A brief specification of the program was applied while being affiliated to College of Education for Girls. Then, the College and its programs were affiliated to the University and the program was approved at the College of Education with the decision of the Council of Higher Education dated 10/7/1429H. The specification of the program was reviewed several times on 14/2/1433, 2/5/1434, and 7/3/1435H.			
Campus Location	Approval By	Date	
<b>University City – College of Education for Girls</b>	<b>Council of Higher Education</b>	<b>10/7/1429</b>	

## 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.

Justifications for establishing Home Economics Program, College of Education, Najran University

**Economic Reasons:**

- To keep up with the requirements of development and the needs of the labor market in Najran for specialists in the field of home economics.
- Recruitment in scientific and educational institutions and scientific bodies, sectors, departments and centers that are relevant to home economics in Najran.
- To provide graduates qualified for doing chores in their future as well as basic skills in the field of textiles and clothing manufacturing, to provide labor market requirements of specialists in the fields of home economics, as well as to develop the skills necessary for the development of food products, taking into account the health and safety of food.

**Social Reasons:**

- To contribute to serve Najran region by providing efficient scientific cadres of specialists in the field of home economics through qualifying and training them.
- Training students to incorporate the concepts of contemporary issues in the Saudi community in home economics curricula presented in the stages of public education.

**Cultural Reasons:**

- To disseminate family education in Najran.
- To nurture a mindful generation of would-be mothers to participate effectively in creating the family habits and trends related to the behaviors and ethics associated with the life of the Muslim family.
- To qualify and prepare graduates to pursue their post-graduate studies in the fields of home economics.

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

- Mission of Home Economics Program *"To prepare graduates scientifically and practically qualified in the fields of home economics and carrying out educational duties in the light of Islamic principles"*.
- Mission of the College of Education *"Providing innovative educational, instructional, and research programs that match the society needs in light of the Islamic principles"*.
- Mission of Najran University *"Offering teaching and learning that address the needs of society and the labor market, effective contribution to sustainable development through conducting applied research and optimal use of modern technologies and establishing partnerships at the local, regional, and global levels"*.

The relevance of Home Economics Program's mission to that of the institution is represented in the following chart :

Components of Home Economics Program's mission	Components of Najran University's mission			
	Teaching and learning	Addressing labor and market community's needs	Conducting applied research	Partnership at the local, regional, and global levels
Preparing graduates scientifically and practically qualified in the fields of home economics.	√	√		
Carrying out educational duties.	√	√	√	

The table reveals the high proportion of compatibility between the mission of Home Economics Program and the mission of Najran University, where the program's mission contributes to achieve the mission of the University including (teaching and learning, Addressing labor market's needs, sustainable development, and conducting applied research); but the fifth component in the mission of the University is included in the three components of the program's mission.

Components of Home Economics Program's mission	Components of the College of Education's mission			
	Providing educational and instructional programs	Providing research programs	Addressing labor and market community's needs	Islamic principles
Preparing graduates scientifically and practically qualified in the fields of home economics	√		√	
Carrying out educational duties	√	√	√	
Islamic principles and values				√

This table conveys the high proportion of compatibility between the program's mission and the College of Education's mission, where the program's mission contributes to achieve the mission of the college including (providing educational and instructional programs, providing research programs, addressing labour market and community's needs, and adhering to the Islamic principles). Hence, the components of the college's mission are compatible with the mission of the program.

- Home Economics Program, through its mission, contributes to achieve the mission of the university with respect to the component of education and learning and meeting the needs of the labour market through graduating students that are scientifically and practically qualified for knowledge, skills, and values in the field of home economics.
- Home Economics Program, through its mission, contributes to achieve the mission of the university with respect to the component of meeting the labour market and community's needs through preparing graduates that are scientifically and practically qualified in home economics as well as carrying out educational duties.
- Home Economics Program, through its mission, contributes to achieve the mission of the university with respect to the component of applied research through conducting educational duties.
- Accordingly, it can be said that the mission of Home Economics Program includes key components of the requirements that achieve the mission of the institution or Najran College of Education.

## 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?  
Specification - Muharram 1437H, October 2015.

Yes

☐

√

No

<p>- General preparation courses and educational courses are taught from the Departments of Sharia, Arabic Language, English Language, Education and Psychology, Curricula and Teaching Methodology, and Learning Techniques.</p> <p>If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?</p> <ul style="list-style-type: none"> <li>- To what extent the learning outcomes of these courses are compatible with the matrix of the program's courses and to verify the extent to which those courses contribute to achieve the targeted learning outcomes of the program.</li> <li>- Conducting surveys and interviews with students to know their feedback about courses.</li> <li>- Conducting random interviews for graduates to know their feedback about courses.</li> <li>- Conducting comparative study for the results of the students and the constant quest for the development of teaching methods to keep pace with technological developments.</li> <li>- Making questionnaires to recognize the views of students about the courses they study.</li> <li>- Periodic review of the program's courses and to ensure its appropriateness with the trends of modern research in the field of home economics.</li> <li>- Verifying faculty members' qualifications with the skills and knowledge necessary to make sure that students take advantage of the entire program.</li> <li>- Periodic review of the program's courses to ensure the continuity of their adequacy to the needs and skills the program's students.</li> </ul> <p>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).</p> <p>Yes <input checked="checked" type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>- The program requires that applicants should be without learning or physical disabilities in addition not to have communication, speaking, and listening disabilities.</p> <p>4. What modifications or services are you providing for special needs applicants?</p> <p>- To meet the requirements of the program:</p> <ul style="list-style-type: none"> <li>▪ The applicants mustn't have physical or academic disabilities.</li> <li>▪ The language integrity of applicants in terms of pronunciation, speaking, and writing should be taken into consideration.</li> </ul>

### C. Mission, Goals and Objectives:

<p>Program Mission Statement (insert):</p> <p>To prepare graduates scientifically and practically qualified in the fields of home economics and carrying out educational duties in the light of Islamic principles</p>
<p>List program goals (e.g. long term, broad based initiatives for the program, if any)</p> <ul style="list-style-type: none"> <li>– To prepare graduates scientifically and practically qualified in terms of knowledge, skills, and values in the fields of home economics.</li> <li>– To prepare teachers who are scientifically qualified and to provide them with the practical skills in the field of home economics while adhering to the Islamic principles and values.</li> </ul>

<p>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.</p>		
Measurable objectives	Measurable performance indicators (all performance indicators are not less than 70%)	Major strategies
1. Providing students with knowledges and concepts related to home economic	<ul style="list-style-type: none"> <li>▪ The Grade Point Average of students' grades in all program's courses = 3.5.</li> <li>▪ Average success rates of students in the general test of the final year of the program to measure learning outcomes of the program 70%.</li> <li>▪ Average rate of student satisfaction with their assessment of the courses "Course Assessment Questionnaire" = 80%</li> <li>▪ Rate of graduates satisfaction with their program "Program Evaluation Questionnaire" = 80%.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applying the modern Teaching methods.</li> <li>▪ Continuous improvement of the courses content based on the annual reports.</li> </ul>
2- Providing students with cognitive and practical skills that enable them to work in various	<ul style="list-style-type: none"> <li>▪ Employers satisfaction rate with professional and personal skills of the program's graduates = 80%.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing actual practice of the skills through field experience training.</li> <li>▪ Application of the practical</li> </ul>



educational institutions and as qualified specialists in the fields of home economics.	<ul style="list-style-type: none"> <li>Employers satisfaction rate with the curriculum and courses of Home Economics Program = 80%.</li> </ul>	sections accompanying the course teaching. <ul style="list-style-type: none"> <li>Activating modern teaching strategies that help in acquiring cognitive skills.</li> <li>Conducting a survey of employers and the labor market about the program and the characteristics of the graduates.</li> </ul>
	<ul style="list-style-type: none"> <li>Graduates satisfaction rate with the curriculum and courses of Home Economics Program = 80%.</li> </ul>	
	<ul style="list-style-type: none"> <li>Graduates recruitment rates within six months of graduation = 50 %.</li> </ul>	
2. Providing students with skills of problem-solving and improving their lifelong learning in the field of home economic	<ul style="list-style-type: none"> <li>Rate of graduates satisfaction with the experience they have gained from the program "The Student's Experience Questionnaire" = 80%.</li> </ul>	<ul style="list-style-type: none"> <li>Activating modern teaching strategies that help in acquiring interpersonal, and problem solving skills.</li> <li>Carrying out mechanisms of academic advising and student support in light of the program's nature.</li> <li>Developing benchmarks for facilities, equipment, and educational supplies available for the program.</li> <li>facilities, equipment, and educational supplies provided to them.</li> </ul>
	<ul style="list-style-type: none"> <li>Student satisfaction rate with the efficiency of academic advising and student support = 80%.</li> </ul>	
	Percentage of graduate register in higher studies = 20% within year of graduation.	
3- Training students to conduct art exhibitions to meet the community's needs and enhance national events.	Number of specialized art exhibitions that are annually organized by the program = 1.	<ul style="list-style-type: none"> <li>Using the global standard for General evaluation average for beneficiaries of the art exhibitions organized by the program.</li> </ul>
	General evaluation average for beneficiaries of the art exhibitions organized by the program= 80%.	

#### D. Program Structure and Organization

##### 1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/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

Year	Course Code	Course Title	Required or Elective	Prerequisite courses	Credit Hours	College or Department
<b>1<sup>st</sup> Year Semester 1</b>	111سلم-2	Introduction to Islamic Culture	Required	No Prerequisites	2	Sharia
	201عرب-2	Language Skills	Required	—	2	Science and Arts
	102نجل-3	Linguistics Texts	Required	—	3	Science and Arts
	110اثر-2	Foundations of Education	Required	—	2	Education/ Education & Psychology
	104اقص-3	Principles of Organic Chemistry (Dies + Nutrition)	Required	—	3	Education/ Home Economics
	101اقص-2	Introduction to Home Economics	Required	—	2	Education/ Home Economics
	102اقص-2	Food Science	Required	—	2	Education/ Home Economics
					<b>16</b>	<b>Required</b>
<b>1<sup>st</sup> Year Semester 2</b>	112سلم-2	Islamic Culture 2	Required	—	2	Sharia
	202عرب-2	Arabic Editing	Required	—	2	Science and Arts
	151نفس-2	Educational Evaluation	Required	—	2	Education/ Education & Psychology
	103اقص-2	Principles of Human Nutrition	Required	—	2	Education/ Home Economics
	105اقص-2	Housewares and Appliances	Required	—	2	Education/ Home Economics
	106اقص-2	Textile and its Care	Required	—	2	Education/ Home Economics
	107اقص-2	Home: Establishment and Decoration	Required	—	2	Education/ Home Economics
	109اقص-2	Human and family Relationship	Required	—	2	Education/ Home Economics
	108اقص-2	Physiology	Required	—	2	Education/ Home Economics

					18	Required
<b>2<sup>nd</sup> Year Semester 1</b>	2-113 سلم	Islamic Culture 3	Required	—	2	Sharia
	3-221 نفس	Educational Psychology	Required	—	3	Education/ Education & Psychology
	3-201 اقص	Principles of Food Processing	Required	—	3	Education/ Home Economics
	2-202 اقص	Hand and Mechanic Knitting	Required	—	2	Education/ Home Economics
	2-203 اقص	Theories of Color and Light	Required	—	2	Education/ Home Economics
	2-204 اقص	Home Garden and Flower Arrangement	Required	—	2	Education/ Home Economics
	2-206 اقص	First Aids and Home Nursing	Required	—	2	Education/ Home Economics
					16	Required
<b>2<sup>nd</sup> Year Semester 2</b>	2-114 سلم	Islamic Culture 4	Required	—	2	Sharia
	2-230 نهج	Curricula	Required	—	2	Education/ Curriculum & Instruction
	2-369 نفس	Guidance and Psychological Counselling	Required	—	2	Education/ Education & Psychology
	3-205 اقص	Foundations of Art and Environmental Works	Required	—	3	Education/ Home Economics
	3-207 اقص	Initial Food Industries	Required	—	3	Education/ Home Economics
	2-208 اقص	Principles of Food Microbiology	Required	—	2	Education/ Home Economics
	3-209 اقص	Hand and Mechanic Embroidery	Required	—	3	Education/ Home Economics
					17	Required
<b>3<sup>rd</sup> Year Semester 1</b>	2-352 تر ب	School Administration	Required	—	2	Education/ Education & Psychology
	2-211 نهج	Computer in Learning	Required	—	2	Education/

						Curriculum & Instruction
	301اقص-3	Principles of Pastries Processing	Required	—	3	Education/ Home Economics
	302اقص-3	Basics of Preparing Pattern	Required	—	3	Education/ Home Economics
	303اقص-3	Cutting and Sewing Techniques	Required	—	3	Education/ Home Economics
	304اقص-3	Fabric and Textile Printing	Required	—	3	Education/ Home Economics
					16	Required
3 <sup>rd</sup> Year Semester 2	353ترب-2	Educational Supervision	Required	—	2	Education/ Education & Psychology
	341نهج-3	Learning Technology	Required	—	3	Education/ Curriculum & Instruction
	305اقص-2	Health Education	Required	—	2	Education/ Home Economics
	306اقص-3	Meals Events	Required	—	3	Education/ Home Economics
	307اقص-3	The Clothes of Home	Required	—	3	Education/ Home Economics
	308اقص-2	Mass Media and Family Education	Required	—	2	Education/ Home Economics
	309اقص	Fashion Design	Required	—	3	Education/ Home Economics
					18	Required
4 <sup>th</sup> Year Semester 1	360نهج-2	Environmental Education	Required	—	2	Education/ Education & Psychology
	401اقص-2	Household Insects and Their Resistance	Required	—	2	Education/ Home Economics
	402اقص-3	Special Occasions Clothes	Required	—	3	Education/ Home Economics

	3-اقص-403	Baby Clothes	Required	—	3	Education/ Home Economics
	3-اقص-404	Food Preservation and Storage	Required	—	3	Education/ Home Economics
	2-اقص-405	Research Project	Required	—	2	Education/ Home Economics
	3-نهج-300	Home Economics Methodology	Required	—	3	Education/ Curriculum & Instruction
					18	Required
<b>4<sup>th</sup> Year Semester 2</b>	8-نهج-400	Field Education	Required	—	8	Education/ Curriculum & Instruction
Total Credit hour program :					127	

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. 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>The student, at the eighth level, is taught "Field Education", 8 hours a week, in the schools of Najran region depending on the students' desires. The student carries out the teaching process, including planning and implementing the theoretical and practical lessons, as well as other activities with the help of the program administration and the coordinator of Field Education over a full semester (full-time in school "8 hours a day * 15 weeks"). The student is evaluated by the supervisor teacher and the faculty (coordinator of Field Education). Additionally, templates are designed for the assessment process (not less than 3 assessments for each student) including the achievement of the learning outcomes of the course. It aims to achieve the following results:</p> <ul style="list-style-type: none"> <li>- The student acquires ability to plan and implement the theoretical and practical lessons in the various educational institutions.</li> <li>- The student acquires the skills of holding and organizing exhibitions related to products of home economics.</li> <li>- The development of social and communication skills of students in a social environment suitable to promote personal and social sides in students.</li> <li>- The student acquires the skills of effective leadership in influencing other individuals.</li> </ul>
<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester)</p> <p>Field experience or field education is taught in full semester at the eighth level.</p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p>Full time for one semester</p> <p>12 weeks X 5 days X 6 hours per day = 360 actual hours</p>
<p>d. Number of credit hours (if any) :8 credit 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.)
<p>a. Brief description:</p> <p>This course aims to scientifically and practically qualify the student for preparing research projects and applying them according to the potentialities of the surrounding environment, and to commit to the methodology and procedures of scientific research.</p>
<p>b. List the major intended learning outcomes of the project or research task.</p> <ul style="list-style-type: none"> <li>- Acquiring the student research skills, writing scientific research, and identifying relevant community problems.</li> <li>- Conducting scientific research aimed at solving some community problems associated with</li> </ul>

specialization. - Training students in the formulation of the problem and hypotheses of research, as well as writing and explaining the results. - Training the students in the use of data collection tools for scientific research.
c. At what stage or stages in the program is the project or research undertaken? (e.g. level) Research Project is undertaken in the 7 <sup>th</sup> level.
d. Number of credit hours (if any): 2 credit hours
e. Description of academic advising and support mechanisms provided for students to complete the project. The research project supervisor allocates office hours for the students to follow up the activity and the performance of the students, direct them to search for sources of information related to the research project, and to respond to their inquiries. - A detailed explanation of the scientific research items and how to write a proposal. - Following- up the practical applications of the project. - Following- up analyzing the research projects' results to verify their validity. - Discussing the research project with the student.
f. Description of assessment procedures. (including mechanism for verification of standards) - Continuous evaluation through continuous follow-up of the students' progress in the research project. - Reviewing the research project of the students through ad hoc committee. - Using necessary evaluation tools such as note cards and product assessment cards.

#### 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identifying the concepts and theories relevant to home economics and its life applications.	Lecture, discussion, and dialogue	-Achievement Exams (oral, midterm, and final) -Worksheet. -Individual and collective discussion.

1.2	Describing the special procedures of the design and implementation of clothing products and artwork	Lecture, discussion, dialogue, and presentations.	-Achievement Exams (oral, midterm, and final) -Worksheet. -Individual and collective discussion.
1.3	Specifying the special procedures of food processing and preservations in accordance with different personal needs.	Lecture, discussion, dialogue, and presentations.	-Achievement Exams (oral, midterm, and final) -Worksheet. -Individual and collective discussion.
1.4	The multiplicity of rules and principles which are associated with home construction and management and its relevant processes.	Lecture, discussion, dialogue, and presentations.	-Achievement Exams (oral, midterm, and final) -Worksheet. -Individual and collective discussion.
	Identifying the educational, psychological, and Islamic concepts related to Home Economics.	Lecture, discussion, dialogue, and presentations.	-Achievement Exams (oral, midterm, and final) -Worksheet. -Individual and collective discussion.
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Applying the educational theories and principles in the work life.	Lecture, discussion, dialogue, problem solving and microteaching.	-Achievement Exams (oral, midterm, and final) -Performance assessment form for trainee. -Assignment/ worksheet/ survey -Test for measuring learning outcomes.
2.2	Designing creative forms for clothing styles and artworks.	Practical presentations and projects.	-Achievement Exams (oral, midterm, and final) -Performance note card. -Product assessment form. -Practical exam. -Test for measuring learning outcomes
2.3	Planning and implementing various nutritional products in accordance with its health safety.	Practical presentations and projects.	-Achievement Exams (oral, midterm, and final) -Performance note card. -Product assessment form. -Practical exam. -Test for measuring learning outcomes
2.4	Furniture, housekeeping and décor on scientific grounds.	Practical presentations	-Achievement Exams (oral, midterm, and final) -Performance note card. -Product assessment form. -Practical exam. -Test for measuring learning outcomes
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Engaging with others through collaborative work in accordance with commitment to Islamic principles and values.	Discussion, dialogue, and microteaching.	-Performance note observation card. -Oral test. -Individual and collective discussions. -Conducting standard-based co-operative Essay.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		



4.1	The use of advanced information and communication technology in all designs, educational materials, processing data, and analysis of family problems.	Presentations and projects	-Achievement Exams (oral, midterm, and final) and practical exam. -Performance note card. -Research project assessment form. -Individual and collective discussions.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Implementing the practical skills to produce clothing products and artworks.	Presentations and projects.	-Achievement Exams (oral, midterm, and final) and practical exam. -Performance note observation card. -Product assessment form. -Practical exam.
5.2	Implementing the practical skills to produce food products in a proper way.	Presentations and projects.	-Achievement Exams (oral, midterm, and final) and practical exam. -Performance note observation card -Research project assessment form.
5.3	Designing and implementing the specialised exhibitions in an innovative way.	Discussion, dialogue and collaborative learning.	-Art exhibition assessment form. -Product assessment form.

### Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction

P = Proficient

A = Advanced

(see help icon)

	Course Offerings NQF Learning Domains and Learning Outcomes	11س-2	20ع-2	102ن-3	10ت-2	101أ-2	102أ-2	104أ-3	112س-2	20ع-2	151ن-2	103أ-2	105أ-2	106أ-2
<b>1.0</b>	<b>Knowledge</b>													
1.1	Identifying the concepts and theories relevant to home economics and its life applications.					A		P				I		
1.2	Describing the special procedures of the design and implementation of clothing products and artwork													I
1.3	Specifying the special procedures of food processing and preservations in accordance with different personal needs.						A	I				A		
1.4	The multiplicity of rules and principles which are associated with home construction and management												P	

	and its relevant processes.													
1.5	Identifying the educational, psychological, and Islamic concepts related to Home Economics.	I			A				I		A			
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Applying the educational theories and principles in the work life.				I						P			
2.2	Designing creative forms for clothing styles and artworks.													P
2.3	Planning and implementing various nutritional products in accordance with its health safety.						I	I				P		
2.4	Furniture, housekeeping and décor on scientific grounds.												P	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Engaging with others through collaborative work in accordance with commitment to Islamic principles and values.	P							P					
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	The use of advanced information and communication technology in all designs, educational materials, processing data, and analysis of family problems.		I	I						I	P			
<b>5.0</b>	<b>Psychomotor</b>													
5.1	Implementing the practical skills to produce clothing products and artworks.													A
5.2	Implementing the practical skills to produce food products in a proper way.													
5.3	Designing and implementing the specialised exhibitions in an innovative way.													

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<b>1.0</b>	<b>Knowledge</b>													
1.1	Identifying the concepts and theories relevant to home economics and its life applications.			A							P			
1.2	Describing the special procedures of the design and implementation of clothing products and artwork							I						
1.3	Specifying the special procedures of food processing and preservations in accordance with different personal needs.		P				A							
1.4	The multiplicity of rules and principles which are associated with home construction and management and its relevant processes.	A							A	P				
1.5	Identifying the educational, psychological, and Islamic concepts related to Home Economics.				I	P						I	A	A
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Applying the educational theories and principles in the work life.					P							P	P
2.2	Designing creative forms for clothing styles and artworks.							A						

2.3	Planning and implementing various nutritional products in accordance with its health safety.						I							
2.4	Furniture, housekeeping and décor on scientific grounds.	P							I	A				
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Engaging with others through collaborative work in accordance with commitment to Islamic principles and values.			I	I							I	P	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	The use of advanced information and communication technology in all designs, educational materials, processing data, and analysis of family problems.	I	I	P										
<b>5.0</b>	<b>Psychomotor</b>													
5.1	Implementing the practical skills to produce clothing products and artworks.							A						
5.2	Implementing the practical skills to produce food products in a proper way.													
5.3	Designing and implementing the specialised exhibitions in an innovative way.							I	I	I				

	Course Offerings NQF Learning Domains and Learning Outcomes	205 فصل 3	207 فصل 3	208 فصل 2	209 فصل 3	352 ترب 2	211 نهج 2	301 فصل 3	302 فصل 3	303 فصل 3	304 فصل 3	353 ترب 2	341 نهج 2	305 فصل 2
<b>1.0</b>	<b>Knowledge</b>													
1.1	Identifying the concepts and theories relevant to home economics and its life applications.		I								P			P
1.2	Describing the special procedures of the design and implementation of clothing products and artwork	I			I				I		P			
1.3	Specifying the special procedures of food processing and preservations in accordance with different personal needs.		P	I				P						
1.4	The multiplicity of rules and principles which are associated with home construction and management and its relevant processes.													
1.5	Identifying the educational, psychological, and Islamic concepts related to Home Economics.					A	P					P	A	
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Applying the educational theories and principles in the work life.					P	P					P	P	
2.2	Designing creative forms for clothing styles and artworks.	A			A				A	P	P			
2.3	Planning and implementing various nutritional products in accordance with its health safety.		P	A				A						
2.4	Furniture, housekeeping and décor on scientific grounds.													
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Engaging with others through collaborative work in accordance with commitment to Islamic principles and values.					I	A							
<b>4.0</b>	<b>Communication, Information</b>													

	Technology, Numerical												
4.1	The use of advanced information and communication technology in all designs, educational materials, processing data, and analysis of family problems.										I		A
<b>5.0</b>	<b>Psychomotor</b>												
5.1	Implementing the practical skills to produce clothing products and artworks.	A			A				A	A	A		
5.2	Implementing the practical skills to produce food products in a proper way.		A					A					
5.3	Designing and implementing the specialised exhibitions in an innovative way.				I				I	I	I		

	Course Offerings NQF Learning Domains and Learning Outcomes	306 أفص-3	307 أفص-3	308 أفص-2	309 أفص-3	360 نهج-2	300 نهج-3	401 أفص-2	402 أفص-3	403 أفص-3	404 أفص-3	405 أفص-2	400 نهج-8
<b>1.0</b>	<b>Knowledge</b>												
1.1	Identifying the concepts and theories relevant to home economics and its life applications.			P	P			I					
1.2	Describing the special procedures of the design and implementation of clothing products and artwork		P		P				P	P			
1.3	Specifying the special procedures of food processing and preservations in accordance with different personal needs.	P									P		
1.4	The multiplicity of rules and principles which are associated with home construction and management and its relevant processes.												
1.5	Identifying the educational, psychological, and Islamic concepts related to Home Economics.					A	P						
<b>2.0</b>	<b>Cognitive Skills</b>												
2.1	Applying the educational theories and principles in the work life.					P	A					I	A
2.2	Designing creative forms for clothing styles and artworks.		A		A				A	A			
2.3	Planning and implementing various nutritional products in accordance with its health safety.	A									A		
2.4	Furniture, housekeeping and décor on scientific grounds.												
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>												
3.1	Engaging with others through collaborative work in accordance with commitment to Islamic principles and values.						I					I	P
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>												
4.1	The use of advanced information and communication technology in all designs, educational materials, processing data, and analysis of family problems.			I	I		I					I	I
<b>5.0</b>	<b>Psychomotor</b>												
5.1	Implementing the practical skills to produce clothing products and artworks.		A		A				A	A		A	
5.2	Implementing the practical skills to produce food	A									A	A	

	products in a proper way.												
5.3	Designing and implementing the specialised exhibitions in an innovative way.		I		I				I	I		A	

### 5. Admission Requirements for the program

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

- The female student must have Saudi secondary certificate or its equivalent from inside or outside the Kingdom. The admission percentage is defined by the Deanship of Admission and Registration.
- The student shall obtain the percentage defined by the college in the achievement tests.
- The female applicant should pass the tests and interviews conducted by the department, college or university council (if any).
- The female applicant must be physically fit to fulfil the scientific requirements of the department.

### 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year .
- c. Program completion or graduation requirements.
  - Student attendance for all applied and theoretical lectures should be a minimum of (75%) for all courses.
  - Students' success in the program's courses.
  - Program's courses completion for graduation.

### 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.)

Student's achievements, is verified as follows:

Firstly: at the level of courses, these procedures are adopted:

- Examining a random sample of female students' exam papers and answer sheets.
- Peer review in the same specialization to review the female students' answer sheet.
- Measuring the learning outcomes of the course through learning outcome indicators to be compared with the results of monitoring the performance indicators of the course in the previous year.

Secondly: at program level, these procedures are adopted:

- External reviewer to review a random sample of female students' answer sheets.
- Benchmarking the learning outcomes measurement of the program with similar programs.
- A general test to measure the achievement of the learning outcomes of the program.
- Conducting a questionnaire to employers about the performance of female graduates according to the target of learning outcomes.
- Surveying the opinions of graduates about the learning outcomes of the program.
- Surveying the opinions of the advisory committee about the properties of graduates and learning outcomes according to job market needs.
- Discussing the rates of learning outcomes achievements of the program with the competent councils and committees.

## **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).

1- Aid, academic advising, and student's support are provided through the activation of academic advising to provide necessary monitoring to female students. There is also a special mechanism to deal with creative, talented, and low-achievers in order to help them with necessary aids. Moreover, the faculty members are included in academic advising to students.

2-At the level of the program, there are an academic advisor coordinator and academic advising unit. There are also office hours of the faculty members to assist and provide academic advising to students in each course.

### **2. Student Appeals**

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

- There is a specialized committee is to study the students' appeal. The members of this committee are faculty members and department's coordinators to resolve the students' appeal according to the university regulations.
- Regulations to keep the duties and rights of the faculty members and the students.
- Disciplinary regulations for those who violate the rules and regulations of the university.
- Excuses Committee to examine student's excuses and take appropriate action.
- A competent committee to discipline female students in accordance with the university regulations.
- Grievances Committee at the level of the college and university to ensure that the female students appeal decision.

## **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?

- Forming a Follow-up Committee to follow up and select the specialised references in Home Economics.

<ul style="list-style-type: none"> <li>- Asking the department's professors to suggest references relevant to requirements of the department.</li> <li>- Choosing the recent published books in Home Economics branches to follow up the latest theories and applications.</li> <li>- Reviewing the appropriate websites.</li> <li>- The University subscribed to some electronic journals and database.</li> <li>- The University, represented by the Deanship of Library Affairs, provide the library with distinctive recently published books in Home Economics.</li> </ul> <p>Regarding laboratories and rooms:</p> <ul style="list-style-type: none"> <li>- A laboratory supervisor is appointed.</li> <li>- Annual inventory of the facilities and equipment.</li> <li>- Templates of the faculty's needs of facilities and equipment are distributed.</li> <li>- The opinions of the faculty members and students are annually surveyed to measure their satisfaction with facilities and equipment.</li> <li>- A plan is made to fulfill the needs of the faculty members and students and to handle weaknesses in facilities and equipment.</li> </ul> <p>1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.</p> <ul style="list-style-type: none"> <li>- The periodic update of references and books in the fields of Home Economics.</li> <li>- The University subscribes to electronic database from time to time.</li> <li>- Providing the university library with a list of unavailable books, journals, and periodicals.</li> <li>- Laying a foundation and criteria for references and books relevant to program courses specifications.</li> <li>- The department constitutes scientific committees to examine the references and books of the Home Economic fields.</li> </ul>	<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> <li>- Surveying the opinions of the faculty members about the adequacy and efficiency of available learning resources in the program, including databases, as well as available books and references in the library.</li> <li>- Monitoring the relevant performance indicators to the available references in the areas of the program.</li> </ul> <p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> <li>- Conducting periodic questionnaire to female students about the services provided by the library.</li> <li>- Conducting a questionnaire to female students about the efficiency of available learning resources.</li> <li>- Discussing the results of the female students' questionnaire in the department council to make recommendations to the Deanship of Library Affairs to take the necessary actions toward them.</li> </ul> <p>4. What processes are followed for textbook acquisition and approval?</p> <ul style="list-style-type: none"> <li>- Conducting questionnaires to the faculty members of the program about their needs of learning resources, books, and references. A statement of the needs is sent to the Deanship of Library Affairs to verify their availability or to purchase these resources.</li> </ul>
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- The University subscribes to electronic database from time to time.
- Providing the university library with list of unavailable books, periodicals, and journals.
- Laying a foundation and criteria for references and books relevant to program courses specifications.

## 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 required jobs are announced to provide the candidates with complete data of the vacancies, the job requirements according to the employment regulations of the Saudi Ministry of Higher Education, and the regulations of employing non- Saudis at the universities. Then, the Deanship of the College of Education sends a memo to the Department of Home Economics to announce the jobs, requirements of announced jobs, and the specifications of the announced jobs to the candidates. After that, the list of the required jobs is posted to Najran University website, including job specifications and the website of the applications for contact.
- Examining the authentic recommendations to verify the qualifications and experience of the candidates before employment. The job Application is on:

[http: www.nu.edu.sa/WebMaster/AdminDefault.aspx](http://www.nu.edu.sa/WebMaster/AdminDefault.aspx) with a username and a password.

-The applicant can fill in the personal data and attach all gained certificates and required documents. Then, the nomination of candidates will be for those who fulfilled the job specifications after examining all the registered data through the website and the appropriateness of qualifications to the required job. The interview is defined and informed to the candidates by their registered phones.

-The procedures of the qualification verification of the applicants are conducted through the specialised committee from faculty members in the Department. A private session is held to evaluate the applicants according to general appearance, courteousness, self-confidence, general education, experience, academic level, and research capabilities. In addition, there is a theoretical test to the applicants. At last, the committee assesses the applicants according to the results of the personal interview, and the final test is conducted to the applicants. Then, the nominees and non-nominees will be verified from the department council to be sent to the dean of the college in order to study these nominations to be approved by the college council.

### 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.

To ensure the participation of the faculty members in monitoring the quality of the program, in review and in improvement plan, the following is adopted:

- Activation of the organisational structure of the department to ensure the distribution of the program activities to female faculty members, where every faculty is responsible for preparing an annual plan for the undertaken activities to prepare periodic reports about the achievement plan to discuss it with the department council along with recommendations.
- Formation of quality committees including all the program's faculty members.
- Formation of Internal Audit Committee by some faculty members to submit their reports to the department council, where all faculty members are included.



- Participation of all faculty members in monitoring the quality performance indicators of the program, where they discuss the results of monitoring with all faculty members.
- Participation of faculty members in implementing the improvement plan of the program in the scope of their responsibility of quality standards.

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

Advisory Committee tasks of the program are as follows:

- Providing counselling in programs' specification, courses' specification, and improvement plan of the various activities of the program.
- Suggesting ways of developing and disseminating program mission.
- Discussing field experience reports and giving opinions about them.
- Discussing the results of questionnaires to make improvement recommendations about them.
- Providing advice about the available learning resources, facilities, and equipment of the program, as well as learning and teaching strategies, and evaluation tools in accordance with their appropriateness to the learning outcomes of the program.
- Providing advice about the new programs recommendations as well as any substantial modifications to the program.
- Providing counselling about activating the mechanisms of communication with graduates, and employees as well as the activation of annual employment meeting.

### 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.

- The faculty members improvement is done through participation in training sessions (Effective Teaching, The Use of Technology in Teaching, Evaluation and Tests Programs) organised by the Skills Improvement Unit in the Deanship of Development and Quality. There are also some activities held by the college such as workshops about Test Construction.

b. Other professional development including knowledge of research?

- The opportunity is given for professional and specialised development through the participation of faculty members in applied researches and attending workshops relevant to quality and development, e-learning, and scientific publishing.

### 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.

Some procedures are followed for new faculty members:

- An induction meeting is held with the new faculty members about the nature, activities, financial and human resources, goals, and graduates of the program.
- A tour inside the laboratories and teaching rooms of the program, as well as giving the new faculty members a brochure about the laboratories, equipment, and facilities relevant to the implementation of the program.
- Revealing the admission policies and the relationship between the new faculty members' teaching courses in the program, and the rate of learning outcomes in their courses in achieving

the learning outcomes of the program.

- Revealing female students' evaluation mechanisms, different program evaluation mechanisms, as well as the quality system procedures and applications.
- Revealing faculty members' evaluation standards and distributing a work ethics brochure about the academic, research, and community behaviours.
- Providing the necessary training opportunities through Skills Development Unit at the Deanship of Development and Quality that are relevant to the nature of the program, such as Quality and Development, Teaching Strategies, Evaluation Systems, and Academic Advising workshops.

## 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.)

- There are no part-time or visiting faculty members.

## I. Program Evaluation and Improvement Processes

### 1. Effectiveness of Teaching

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

The evaluation process of learning outcomes is achieved on two different levels:

**A-**The first level: Program Courses Level by following these procedures:

- Evaluating the rates of achieving female students' learning outcomes in all courses of the program by use of (midterm written tests, final written tests, product assessment form, practice tests, and note cards).
- Female students' skills assessment in research projects through tripartite committees using (oral questions, product assessment form, performance note cards, and research quality evaluation form).
- Assessing the field experience of female students' skills through field visits to faculty members and field work supervisors (students' self-evaluation and performance note card).

**B-** Level Two: The Program Level by following these procedures:

- Measurement learning outcomes test of the program distributed in the light of the relative weights of learning outcomes.
- Monitoring the performance indicators of achieving the learning outcomes.
- Surveying the students about the student's experience according to the prepared template.
- Female student's evaluation of the program.
- Surveying the external community about the professional skills and characteristics of the program graduates.

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

Faculty members' skills evaluation in the light of using teaching strategies is conducted as follows:

- Every faculty member is preparing a course report, including the scheduled teaching strategies, what has been applied, obstacles, and improvement plan.
- Conducting a questionnaire to female students about teaching strategies and evaluation

strategies used by the faculty member during teaching courses.

-Faculty members are trained in strategies of learning and teaching and exam evaluation systems.

## 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? To assess the quality and achievement of learning outcomes and objectives of the program by female students and graduates, we do the following:</p> <ul style="list-style-type: none"> <li>▪ Conducting a questionnaire about the graduate's professional skills, and the implementation of the program.</li> <li>▪ Students' evaluation of the program in the light of a specified questionnaire.</li> <li>▪ Conducting a questionnaire about students satisfactions with the program activities (learning resources, academic advising and support, used learning and teaching strategies, and the used evaluations tools).</li> <li>▪ Evaluation is also performed via surveying the opinion of the advisory committees held at least once every semester.</li> </ul>
<p>- From independent advisors and/or evaluator(s) ? To assess the quality and achievement of learning outcomes and objectives of the program by external reviewers, we do the following:</p> <ul style="list-style-type: none"> <li>- Sending the courses' specification, including a brief description of program courses, mission, matrix, learning outcomes, teaching strategies, and evaluation tools to the external reviewer to give his opinions.</li> <li>- Discussing the report of external reviewer in the department council to make the necessary recommendations for program improvement plan.</li> <li>- Evaluation is also performed via surveying the opinion of the advisory committees held at least once every semester.</li> </ul>
<p>1. From employers and/or other stakeholders. To assess the quality and achievement of learning outcomes and objectives of the program by employers and stakeholders, we do the following:</p> <ul style="list-style-type: none"> <li>- Meetings are held each semester for the advisory committee of the program to participate in the development and review of the activities of the program and its implementation.</li> <li>- Conducting a questionnaire to the employers and stakeholders about their satisfactions with the characteristics of the graduates, professional and personal skills of the program graduates, and program content.</li> </ul> <p>The performance indicators are set and benchmarked with other programs inside the institution or similar programs in other institutions regarding:</p> <ol style="list-style-type: none"> <li>1. Percentage of beneficiaries' (students, faculties, external community) satisfaction with the program's mission individually.</li> <li>2. Harmonization between the mission of the program and the mission of the college and the university.</li> </ol>

3. Percentage of decisions taken with reference to the program's mission.
4. Faculty members' satisfaction with the academic and administrative environments.
5. Students' overall evaluation of the program's learning experience
6. Percentage of students surveyed about courses' evaluation and faculty members' performance
7. Students' proportion to full-time faculty members in the program
8. Students' proportion to faculty members in the program.
9. Percentage of the employers' satisfaction with the professional and personal skills of the graduates.
10. Students' overall evaluation of courses' quality (average of student evaluation on a five-point scale).
11. Proportion of the faculty members holding Ph.D. to the program's total faculty members.
12. Enrolled and first-year completion students' percentage.
13. Percentage of enrolled students who have successfully completed the minimum period.
14. Program's six months-completion graduate percentage.
15. Students' proportion to personnel.
16. Percentage of students' satisfaction with academic advising and student support.
17. Percentage of students' participation in extra-curricular activities.
18. Students' assessment of the library's services (average of student evaluation of the appropriateness of library services on a five-point scale).
19. Proportion of number of books' titles in Home economics to students' numbers.
20. Proportion of computer devices to students.
21. The total rate of the extent of appropriateness of equipment and facilities through faculty members' questionnaire.
22. Percentage of students' satisfaction rate with classrooms and laboratories.
23. Percentage of faculty members who departed due to reasons other than retirement age.
24. Percentage of faculty members' participation in professional development activities.
25. Number of full-time faculty members' research papers published in reviewing journals or conferences.
26. Number of community education programs, consultations, and community service activities offered by 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 or program chair Main Campus</b>	Dr. Rakea Alqahtany	Dean for College of Education	1438/7/20	
	Dr. Rahma Alghamdy	Head of Department		
<b>Branch 1</b>				
<b>Branch 2</b>				
<b>Branch 3</b>				
<b>Branch 4</b>				