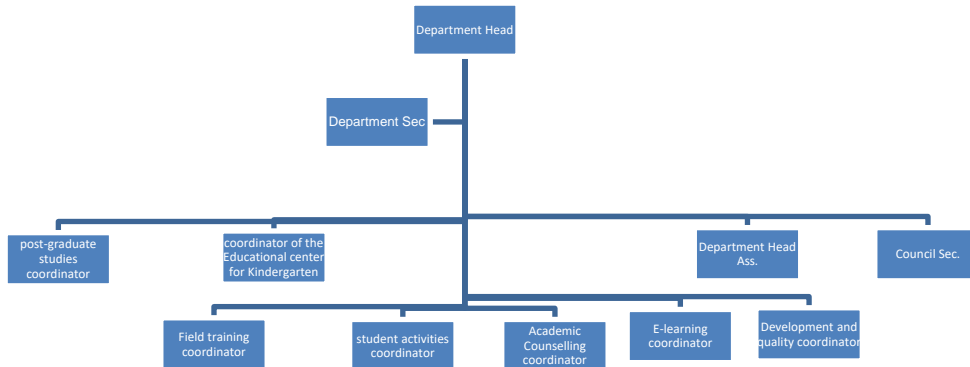


T4. Program Specification

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 of Report: The first semester of the academic year 1438/1439 AH 9/4/1439 AH
2. College: College of Education for Girls, Najran, College of Sciences and Art, Sharoura Department : Kindergarten
3. Dean: Dr Mohammed Alshehri (Sharoura) Dr/ Rakea Alqahtani(Najran)
4. Insert program administrative flowchart <div style="text-align: center;">  <pre> graph TD DH[Department Head] --- DS[Department Sec] DH --- L1[] L1 --- PGSC[post-graduate studies coordinator] L1 --- KEC[coordinator of the educational center for kindergarten] L1 --- L2[] L2 --- FTC[Field training coordinator] L2 --- SAC[student activities coordinator] L2 --- ACC[Academic Counselling coordinator] L2 --- EC[E-learning coordinator] L2 --- DQC[Development and quality coordinator] L1 --- DHA[Department Head Ass.] L1 --- CS[Council Sec.] </pre> </div>
5. List all branches/locations offering this program Branch/Location 1. College of Education for Girls at University City. Branch/Location 2. College of Sciences and Art, Sharoura.

A. Program Identification and General Information

1. Program title and code :	Kindergarten
2. Total credit hours needed for completion of the program :	(133)

3. Award granted on completion of the program:	Bachelor of Education in Kindergarten	
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)	Kindergarten	
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)	None	
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 Kindergarten Teacher		
<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;">7. (a) New Program Planned starting date</div> <div style="width: 10%; text-align: center;"><input type="text"/></div> <div style="width: 50%; text-align: center;"><input type="text"/></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 40%;">(b) Continuing Program</div> <div style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></div> <div style="width: 50%; text-align: center;">Year of most recent major program review</div> </div> <div style="text-align: center; margin-top: 20px; border: 1px solid black; padding: 5px; color: blue;">External evaluator review 1432-1433 AH</div> <p>Organization involved in recent major review (eg. internal within the institution, Accreditation review: Internal Reviews: by_Head of Kindergarten Department in Najran Campus and Head of Kindergarten Department in Sharoura Campus – <i>Committee</i> of the Department of Kindergarten at Najran and Sharoura Campuse, 1438. - Teaching and Learning Unit, Deanship of Development and Quality, 1439</p> </div>		
8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both. Dr/ Mohammad Abdullah Alhazemi, Head of Department in Najran Campus. Dr/ Mohammad Hadi Alshehri, Head of Department in Sharoura Campus.		
9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).		
Campus Branch/Location	Approval By	Date
Main Campus:		
College of Education for girls at University City in Najran.	Council of the Ministry of Education	10/7/1429
. College of Sciences and Art in Sharoura.		1432/ 1433

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:

***To keep up with the requirement of development and the needs of the labor market in Najran for specialists in the field of Kindergarten.**

***To work in educational institutions, bodies, sectors, departments and scientific centers that are relevant to childhood and Kindergarten in Najran.**

***To provide graduates qualified in the field of childhood and Kindergarten.**

Social reasons:

*** Serving Najran by providing cadres of specialized scientific competence in the field of Kindergarten.**

***Preparing and qualifying specialists in the field of Kindergarten and various childhood institutions in the light of the objectives and tasks specified by the Ministry of Education.**

*** Training students to incorporate the concepts of child rights in childhood and kindergarten.**

Cultural reasons:

*** disseminating the culture of children's rights in Najran.**

***Upbringing a mindful generation of future mothers to share the family effectively in forming habits and attitudes of behaviors and ethics associated with the life of the Muslim family.**

*** Preparing and qualifying graduates to continue their postgraduate studies in the field of Kindergarten.**

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

Mission (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"

Mission (Faculty of Education Najran University):

Providing innovative educational, instructional, and research programs that match the society needs in light of the Islamic principles.

Mission of Kindergarten:

Providing excellent programs in the field of Kindergarten according to the Islamic values.

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?

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

Yes ☒ No ☐

Curricula of general preparation and educational curricula of the departments of Sharia, Arabic Language, English language, Education and Psychology and section of Curricula and Teaching Methods and Teaching Technology.

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

- 1- Conducting an exploratory study and interviews with the concerned students to identify their feedback about courses
- 2- Conducting random interviews with female graduates to identify their feedback about courses
- 3- Studying and comparing student results and developing teaching methods in line with technological development.
- 4- Developing questionnaires to identify student views of the courses they study.
- 5- Periodic review of the program's courses and insuring its suitability with recent research trends in the field of kindergarten.
- 6- Ensuring that the faculty members qualified for the program with the necessary skills and knowledge for the students benefit.
- 7- Periodic review of courses to ensure that they are relevant to the needs, abilities and skills of students.

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?

C. Mission, Goals and Objectives:

1. Program Mission Statement (insert) <u>Kindergarten Mission:</u> Providing excellent programs in the field of Kindergarten according to the Islamic values.		
2. List program goals (e.g. long term, broad based initiatives for the program, if any)		
1. To educationally, professionally and academically prepare kindergarten female teachers. 2. Consolidation of Islamic faith, moral values and high ideals among female students.		
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
To educationally, professionally and academically prepare kindergarten female teachers.	✓ The percentage of female students surveyed during the year to evaluate courses and performances of faculty members. ✓ The percentage of female students enrolled in the program and successfully completed the first year. ✓ The percentage of female students enrolled in the bachelor's degree program that completed the minimum period. ✓ The percentage of graduates who: a) employed within six month of graduation. ✓ b) Postgraduate students. ✓ c) Didn't seek employment or postgraduate studies.	✓ Updating the program courses specifications in the light of course reports and student evaluation. ✓ Periodic and ongoing review of programs and learning outcomes. ✓ Advanced Study Plan ✓ Diversity in training methods and strategies. ✓ Dividing the program into paths.
Providing kindergarten female teachers with the necessary experience and skills paying attention to early childhood.	✓ The Percentage of students' satisfaction with digital library services. ✓ The Percentage of students' satisfaction with library services. ✓ The Percentage of students' satisfaction with classrooms. ✓ The Percentage of students' satisfaction with laboratories ✓ The Percentage of students' satisfaction with academic guidance.	✓ Continuous development of learning resources in the light of the results of student survey on learning resources. ✓ Continuous development of facilities and equipment in the light of the results of student survey on the facilities and equipment. ✓ Periodic and ongoing review of academic guidance system

To prepare research studies in the field of kindergarten.	<ul style="list-style-type: none"> ✓ The degree of overall assessment of quality and learning experiences. ✓ The degree of overall student assessment of the courses they are studying. ✓ The satisfaction rate of recruitment agencies with graduates of the program. 	<ul style="list-style-type: none"> ✓ Studying the program research priorities ✓ Preparing and developing a continuous research plan for the program. ✓ Designing a mechanism for students to participate in conferences. ✓ Developing and updating the program courses continuously.
To train female students to apply recent technologies to kindergarten.	<ul style="list-style-type: none"> ✓ The Percentage of students' satisfaction with digital library services. ✓ Students' evaluation of the services presented in information technology field. ✓ The degree of overall assessment of quality and learning experiences. 	<ul style="list-style-type: none"> ✓ Designing mechanisms to take advantage of technological techniques in the field of Kindergarten. ✓ Continuous development of learning resources in the light of the results of student survey on learning resources.
Consolidation of Islamic values and principals among female students	<ul style="list-style-type: none"> ✓ Student average grade in general courses related to Islamic values and principles. ✓ Student average grade in specialized courses related to Islamic values and principles. 	<ul style="list-style-type: none"> ✓ Continuous and periodic review of general courses specifications related Islamic values and principals and its learning outcomes. ✓ Continuous and periodic review of specialized courses specifications related Islamic values and principals and its learning outcomes.

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 number that are required prior to taking this course

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
1st Year Semester 1					
1	سلم-1112	Islamic Culture	Required	2	Sharia College
	عرب-2012	Arabic Language Skills	Required	2	Science and Arts College
	نجل-1023	Language Texts	Required	3	Science and Arts College
	ترب-1102	Foundations of Education	Required	2	Education & Psychology Department
	نفس-111	Developmental Psychology	Required	3	Education & Psychology Department
	روض-171	Entry to kindergarten	Required	2	Kindergarten Department
	روض-172	Child in Islam	Required	2	Kindergarten Department
	ترب-121	School and Community	Required	2	Education & psychology Department
Total 18					
1st Year Semester 2					
1	سلم-1122	Islamic Culture 2	Required	2	Sharia College
	عرب-2022	Arabic Composition	Required	2	Science and Arts College
	نفس-1512	Educational Evaluation	Required	2	Education & psychology Department
	روض-173	Modern trends in child upbringing	Required	2	Kindergarten Department
	روض-174	Development of technical, motor and audio skills	Required	2	Kindergarten Department
	روض-175	Kindergarten curriculum	Required	2	Kindergarten Department
	روض-176	Religious and social education	Required	2	Kindergarten Department
	ترب-222	Educational Sociology	Required	2	Education & psychology Department
Total 16					
2nd Year Semester 1					

2	1132-سلم	Islamic Culture 3	Required	2	Sharia College
	2213-نفس	Educational Psychology	Required	3	Education & psychology Department
	113-نفس	Principles of educational research	Required	2	Education & psychology Department
	250-وسل	Producing and Utilizing educational tools	Required	2	Curriculum and Teaching Methodology
	271-روض	Food and Child Nutrition	Required	2	Kindergarten Department
	271-روض	Childhood problems	Required	3	Kindergarten Department
	273-روض	National and international childhood organizations	Required	2	Kindergarten Department
	281-ترف	Children drawings development	Required	3	Kindergarten Department
Total 19					
2 nd Year Semester 2					
2	1142-سلم	Islamic Culture 4	Required	2	Sharia
	2302-نهج	Curricula	Required	2	Curriculum and Teaching Methodology
	3692-نفس	Guidance and Psychological Counselling	Required	2	Education & psychology Department
	282-ترف	Formation of raw materials	Required	2	Kindergarten Department
	233-ترب	School Health	Required	3	Education & psychology Department
	267-وسل	Educational T.V programs for kids	Required	3	Curriculum and Teaching Methodology
	274-روض	Social Upbringing	Required	3	Kindergarten Department
Total 17					
3 rd Year Semester 1					
3	371-روض	Psychology of play	Required	2	Kindergarten Department
	372-روض	Developing linguistic concepts and skills	Required	2	Kindergarten Department

	روض-373	Measurement and evaluation for pre schoolchild	Required	3	Kindergarten Department
	نهج-211	Computer in Learning	Required	2	Curriculum and Teaching Methodology
	ترب-241	Education systems in KSA and Arab world	Required	3	Education& psychology Department
	ترب-352	School Management	Required	2	Education& psychology Department
	خاص-385	Upbringing the abnormal in normal schools (Inclusion)	Required	3	Special Education Department
Total 17					
3rd Year Semester 2					
3	روض-374	Kindergarten Management	Required	2	Kindergarten Department
	روض-375	Independent Study	Required	2	Kindergarten Department
	روض-376	Developing mathematic concepts and skills for pre-school children	Required	2	Kindergarten Department
	روض-377	Developing scientific concepts and skills for pre-school children	Required	2	Kindergarten Department
	روض-378	English Readings in childhood	Required	2	Kindergarten Department
	نفس-223	Learning Theories	Required	3	Education& psychology Department
	نهج-325	Teaching problems	Required	2	Curriculum and Teaching Methodology
	نهج-341	Educational technology means	Required	3	Curriculum and Teaching Methodology
	ترب-353	Educational Supervision	Required	2	Education& psychology Department
Total (17)					
4th Year Semester 1					
4	روض-471	Child guidance and counselling	Required	2	Kindergarten Department
	روض-472	Kindergarten teaching Methodology	Required	2	Kindergarten Department
	روض-473	Child Culture	Required	2	Kindergarten Department
	روض-474	Kindergarten seminar	Required	3	Kindergarten Department

	441 ترب	Educational problems	Required	2	Education & psychology Department
	205 نفس	Motivational and emotional Psychology	Required	3	Education & psychology Department
	360 نهج	Environmental Education	Required	2	Curriculum and Teaching Methodology
	321 ترب	Comparative Education	Required	2	Education & psychology Department
Total 18					
4th Year Semester 2					
4	475 روض	Kindergarten Field Training	Required	8	Kindergarten Department
Total 8					
Include additional years if needed.					

1. 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>1. a. Brief description of field experience activity: Eighth-level student receives "Field training", in the kindergartens of Najran region district. When distributing students to kindergartens, there are some points should be taken into consideration:</p> <ul style="list-style-type: none"> • Coordinating with the region Educational district to choose the appropriate kindergarten. • The chosen kindergartens should be distributed to all educational centres as much as possible. • The department should take into consideration the number of classes and trainees. • Students have the right to choose the closest kindergarten to their house by determining their district in the form. <p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester) Field experience or field training is afforded at the eighth level. The conditions of registration in field training: Completion of theoretical and practical subjects successfully, some students can have an exception according to the following conditions:</p> <ul style="list-style-type: none"> - The student has the right to get out for field training with studying one course in only two hours. - These hours shouldn't have a prerequisite of field training. <p>Field training prerequisites:</p> <ul style="list-style-type: none"> • Students should complete the following courses before registration. <p>(روض-ترب-وسل-ترف) in addition to the following curriculums :</p> <p>230 نهج - Curricula</p> <p>325 نهج - Teaching problems</p> <ul style="list-style-type: none"> • Registration should be in the period specified by the department. • Filling in registration form and attaching a copy of student academic record. <p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) Full time for one semester</p>

Full semester, five days per week from Sunday to Thursday at (Kindergarten Training) of Najran Educational district
d. Number of credit hours (if any): Number of credit hours: 8 credit hours Number of actual hours: = Number of weeks × Number of days × Number of hours per day Number of actual hours = $14 \times 5 \times 4 = 280$ hours

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.) There is not a research project in the study plan of Kindergarten program.
Brief description. None
b. List the major intended learning outcomes of the project or research task. None
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester) None
d. Number of credit hours (if any): None
e. Description of academic advising and support mechanisms for students. None

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	Program Teaching Strategies	Program Assessment Methods
1.0	Knowledge		

1.1	Identifying the concepts and theories relevant to kindergarten child.	Lecture, discussion and dialogue	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
1.2	Identifying education and evaluation principles and strategies suitable for kindergarten child.	Lecture, discussion, dialogue, and presentations.	<ul style="list-style-type: none"> Written Exams (midterm and final). Test for measuring learning outcomes.
	Identifying the concepts and rules relevant to Islamic culture and Arabic language origins.	Lecture, discussion and dialogue	<ul style="list-style-type: none"> Written Exams (midterm and final). Test for measuring learning outcomes.
1.5	The multiplicity of characteristics, problems, and rights of children.	Discussion, dialogue, problem solving and microteaching.	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
2.0	Cognitive Skills		
2.1	Comparing kindergarten's programs and systems at national, regional and global levels.	Lecture, discussion, dialogue and presentations.	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
2.2	Explaining the role of family, kindergarten and society institutions in forming the child's character.	Discussion, dialogue Practicing, field visits and presentations.	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
2.3	Applying educational and psychological principles, theories and knowledge in practical life.	Problem solving, discussion and dialogue.	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
2.4	Developing educational units and basics for preparing kindergarten educational environment.	Discussion, dialogue, problem solving, presentations, microteaching and practical exercises.	<ul style="list-style-type: none"> Written Exams (midterm and final) Test for measuring learning outcomes.
3.0	Interpersonal Skills & Responsibility		
3.1	Commitment to moral principles and values in preparing and implementing kindergarten activities.	Discussion, dialogue, role playing, collaborative learning and presentations.	<ul style="list-style-type: none"> Questionnaire note Questionnaire for measuring employers' satisfaction with program graduates characteristics Program evaluation questionnaire.
4.0	Communication, Information Technology, Numerical		
4.1	Modern techniques are used in preparing activities and researches.	Self-learning, discussion, dialogue, small groups, collaborative learning and presentations	<ul style="list-style-type: none"> Questionnaire note Questionnaire for measuring employers' satisfaction with program graduates characteristics Program evaluation questionnaire
5.0	Psychomotor		
5.1	Carrying out practical activities, educational tools and exhibitions which are suitable for children	Self-learning, discussion, dialogues, small groups, presentations, workshops, collaborative learning and practical exercises.	<ul style="list-style-type: none"> Questionnaire note Recruitment questionnaire Evaluating program questionnaire. Employment rate of program graduates

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 = Proficiency

A = Advanced

(see help icon)

NQF Learning Domains	Course Offerings	Level one								Level two							
	Learning Outcomes	Islamic Culture	Arabic Language Skills	Linguistics Texts	Foundations of Education	Developmental Psychology	Introduction to kindergarten	Child in Islam	School and Community	Islamic Culture	Arabic writing	Educational Evaluation	Modern trends in child upbringing	development of technical, motor and audio skills	Kindergarten curriculum	Religious and social education	Educational Sociology
Knowledge	Identifying the concepts and theories relevant to kindergarten child.						A	A					A				A
	Identifying education and evaluation principles and strategies suitable for kindergarten child.													P	A		
	Identifying the concepts and rules relevant to Islamic culture and Arabic language origins.															I	
	The multiplicity of characteristics, problems, and rights of children.	A	A	A						A	I						
Cognitive Skills	Comparing kindergarten's programs and systems at national, regional and global levels.						P						P				
	Explaining the role of family, kindergarten and society institutions in forming the child's character.								A							A	I
	Applying educational				A	P						P					

	and psychological principles, theories and knowledge in practical life.																	
	Developing educational units and basics for preparing kindergarten educational environment.						A							P	A	P		
Interpersonal Skills & Responsibility	Commitment to moral principles and values in preparing and implementing kindergarten activities.							P	P								I	
Communication, Information Technology, Numerical	Modern techniques are used in preparing activities and researches.						I	I						I				
Psychomotor	Carrying out practical activities, educational tools and exhibitions which are suitable for children						I							A				

NQF Learning Domains	Course Offerings	Level three										Level four						
	Learning Outcomes	Islamic Culture 3	Educational Psychology	Principles of educational research	Producing and Utilizing educational tools	Food and Child nutrition	Childhood problems	National and international childhood organizations	Development of Children drawings	Islamic Culture 4	Curricula	Guidance and Psychological Counselling	Formation of raw materials	School Health	Educational T.V programs for kids	Social upbringing		
Knowledge	Identifying the concepts and theories relevant to kindergarten child.				P	A					P	A		P				
	Identifying education and evaluation principles and strategies suitable for kindergarten child.						P									P		
	Identifying the concepts and rules relevant to Islamic					I	A	I								I		

	culture and Arabic language origins.																
	The multiplicity of characteristics, problems, and rights of children.	A							A								
Cognitive Skills	Comparing kindergarten's programs and systems at national, regional and global levels.							A									I
	Explaining the role of family, kindergarten and society institutions in forming the child's character.						I										A
	Applying educational and psychological principles, theories and knowledge in practical life.		I	A							A						
	Developing educational units and basics for preparing kindergarten educational environment.				A				I				P				
Interpersonal Skills & Responsibility	Commitment to moral principles and values in preparing and implementing kindergarten activities.								P				I			P	
Communication, Information Technology, Numerical	Modern techniques are used in preparing activities and researches.			P	I											I	
Psychomotor	Carrying out practical activities, educational tools and exhibitions which are suitable for children				A				A				A			A	

NQF Learning	Course Offerings	Level five	Level six
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Domains	Learning Outcomes	Psychology of play	Developing linguistic concepts and skills	Measurement and evaluation for pre school-child	Computer in Learning	Education systems in KSA and Arab	School Administration	Upbringing abnormal children in	Kindergarten Administration	Independent Study	Developing mathematic concepts and skills for pre-school children	Developing scientific concepts and skills for pre-school children	Readings in childhood in English	Learning Theories	Teaching problems	Educational technology mean	Educational Supervision
Knowledge	Identifying the concepts and theories relevant to kindergarten child.		P				A			P			P				
	Identifying education and evaluation principles and strategies suitable for kindergarten child.	A			P			I			A	A				I	
	Identifying the concepts and rules relevant to Islamic culture and Arabic language origins.			A				P						I	I		
	The multiplicity of characteristics, problems, and rights of children.					P						I					
Cognitive Skills	Comparing kindergarten's programs and systems at national, regional and global levels.					A							I				
	Explaining the role of family, kindergarten and society institutions in forming the child's character.							I	P				A				
	Applying educational and psychological principles, theories and knowledge in practical life.			I											A		P
	Developing educational units and basics for preparing kindergarten educational environment.		I								P	I					
Interpersonal Skills & Responsibility	Commitment to moral principles and values in preparing and implementing kindergarten activities.	P									P	P					

Communication, Information Technology, Numerical	Modern techniques are used in preparing activities and researches.				A					A							A	
Psychomotor	Carrying out practical activities, educational tools and exhibitions which are suitable for children		A								A	A						

NQF Learning Domains	Course Offerings	Level seven							Level eight	
	Learning Outcomes	Child guidance and counselling	Kindergarten methodologies	Child culture	Kindergarten seminar	Educational problems	Motivational and emotional psychology	Environmental education	Comparative education	Field Training
Knowledge	Identifying the concepts and theories relevant to kindergarten child.	A							A	
	Identifying education and evaluation principles and strategies suitable for kindergarten child.		A							A
	Identifying the concepts and rules relevant to Islamic culture and Arabic language origins.					A				P
	The multiplicity of characteristics, problems, and rights of children.			I						
Cognitive Skills	Comparing kindergarten's programs and systems at national, regional and global levels.								P	
	Explaining the role of family, kindergarten and society institutions in forming the child's character.			A			I	I		
	Applying educational and psychological principles, theories and knowledge in practical life.					P	P			
	Developing educational units and basics for preparing kindergarten educational environment.		P							A
Interpersonal Skills & Responsibility	Commitment to moral principles and values in preparing and implementing kindergarten activities.				P					P
Communication, Information Technology, Numerical	Modern techniques are used in preparing activities and researches.				I					I
Psychomotor	Carrying out practical activities, educational tools and exhibitions which are suitable for children		I							A

5- Admission requirements for the program

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

Program admission requirements

- The student must have a high school certificate or its equivalent from inside the kingdom or abroad.
- The student must have the percentage of achievement tests as specified by the college.
- The student must have sound senses and mustn't have any disabilities.

6. Attendance and Completion Requirements:

Attach handbook or bulletin description of requirements for

a. Attendance.

Student attendance of theoretical lectures and practical applications with a minimum of 75%

b. Progression from year to year.

Success in all program levels

c. Program completion or graduation requirements

successful completion of all program courses

E. Regulations for Student Assessment and Verification of Standards

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

- Examining a random sample of female students' answer sheets
- Reviewing a random sample of female students' tests by the department schedules and tests committee.
- Reviewing the answer sheets.
- Examining a random sample of female students' grades and degrees.
- Forming a committee for evaluating female students' works.
- Surveying female students' opinions about the program.
- Surveying female students' opinions about learning outcomes.
- Holding interviews with a random sample of the program students.

F Student Administration and Support:

1. Student Academic Counselling

Student academic counseling services:

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).

Activating academic counselling through:

- Academic counselling unit.
- Female general supervisor of academic counselling.
- A coordinator of academic counselling at program level.
- A female academic advisor for each study level.
- Clarifying the counselling hours and the office hours in the lectures' schedule.
- Publicizing subjects, seminars and awareness raising workshops held about student academic counselling on the university website.

2. Student Appeals

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

- There is a specialized committee in the department to study students' proposals and appeals; it shall be consisting of female members in the program field in addition to Department Head. The committee shall study students' proposals and appeals and reply to them according to NU regulations.
- There are regulations that keep the rights and duties of both female students and members.
- There are disciplinary regulations and laws for those who violate the University stipulated systems and laws.

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 committee in the department to choose references and specialized textbooks in the field of kindergarten in the light of the program courses specifications.
- Preparing a list of the basic and supportive references for each program course by the course professor.
- Reviewing the specialized websites in the field of kindergarten.
- Providing electronic databases by Deanship of Library Affairs.
- Providing a distinguished collection of modern textbooks in the college library in the field of kindergarten.

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

The processes followed by the faculty and teaching staff for planning and acquisition resources for the library:

- Continuous and periodic updating of specialized references and textbooks within the program.
- Continuous and periodic review of the actual textbooks existing in the college library.
- Annual and periodic addressing of Deanship of Library Affairs to provide specialized references and textbooks in the field of kindergarten.
- Providing electronic databases by Deanship of Library Affairs.

The processes followed by the faculty and teaching staff for preparing laboratories and classrooms:

- Identifying laboratories and classrooms requirements.
- Addressing the college administration to provide the needs of laboratories and classrooms.
- Adopting benchmarks to compare the status of the program facilities and equipment and limit the gap and set a proposal to keep up with benchmarking facilities and equipment.
- Surveying the teaching staff opinions about the efficiency and sufficiency of the programs' facilities and equipment.

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

- Taking advantage of the program teaching staff opinions about the appropriate textbooks, references and other resources as well as, the existing textbooks and references that serve the program courses.
- Surveying the teaching staff opinions about the efficiency and sufficiency of the program learning outcomes.

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

- This is done through surveying female students' opinions by the end of each semester about the program available learning resources.

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

- This requires taking into consideration that textbooks are suitable for the program vision, mission and objectives, as well as, modern and including the recent developments in the study field and the course basic concepts and its implications for practical life.

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.

- 1- standards have been set up by Department Council in addition to, the formation of committees to study contracting applications and recommend the department council to take the appropriate decision, the standards include the following:

- Scientific Degree (Masters - PhD - Associate Professor - Professor).

- Verification of qualifications validity.
- Sufficient experience in the teaching field and research activity.
- Suitable experience in the specialization field.
- Published researches in the program specialization field.
- Interview
- Good command of a foreign language.
- Mental and physical abilities.
- Practical experience in the field of kindergarten.
- Attracting efficient civilians in the field of kindergarten.
- Ensuring the processes of attracting efficient teaching staff members in the field of kindergarten from outside the kingdom.

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.

The followed procedures to consult with the teaching staff and involving them in program quality follow-up

- activating the department organizational structure
- Choosing and appointing female coordinators within the program (quality coordinator-guidance coordinator-field training coordinator-electronic education coordinator...)
- forming committees within the department
- Distributing duties and responsibilities to the department teaching staff members.
- Involving teaching staff members in forming the program mission, goals and objectives.
- Forming advisory committee of female teaching staff members to provide consultation for the teaching staff members in the field of quality (committee of improving kindergarten program quality).
- Involving the teaching staff members in holding monthly seminars (workshops-lectures).
- Holding periodic meetings to discuss quality issues.

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

Forming an advisory committee for the kindergarten program consisting of:

- Head of kindergarten department
- Specialists in kindergarten field
- Beneficiaries of kindergarten program
- One of the program female students

The advisory committee participates in

- Setting proposals for developing the program
- Periodic review of the program
- Study plan of the program
- Program vision, mission and objectives
- Learning outcomes
- Program benchmarking
- The proposed research for serving the community

- Proposals about community participations for serving the beneficiaries.

3. Professional Development:

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

- Improvement of skills in teaching and student assessment?
 - Nominating faculty members to attend the training courses for developing their scientific and educational abilities.
 - Encouraging the teaching staff to prepare scientific research.
 - Periodic review of the teaching performance of the teaching staff.
 - Holding workshops about modern teaching and learning strategies.
- Other professional development including knowledge of research and developments in their field of teaching specialty?
 - Research seminars
 - Seminars
 - Various training courses
 - Statistical program Courses (SPSS as a model)
 - Electronic databases Courses
 - How to document information from the databases (APA style)
 - scientific research Courses or workshops

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 preparation meetings for the teaching staff members and the department administrative body.
- ✓ Holding induction meetings for the program courses
- ✓ Holding induction meetings for the available potentials of the program learning environment
- ✓ Holding induction meetings for ethical and professional charter, regulations, and organizational laws of the educational institutions.
- ✓ Defining the granted development opportunities and the department contribution to them.
- ✓ Printed materials and induction meetings on the nature of education sector in Najran and Saudi Arabia and the most prominent traditions and community potentials that can be employed in the program learning environment.

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 teaching staff

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching:

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

Quality assurance procedures for setting up learning outcomes:

- Brainstorming sessions in the attendance of the teaching staff for defining the program and courses' learning outcomes
- Presenting the program learning outcomes to Development and Quality Unit to express opinions on their availability and validity.
- Preparing and approving courses and programs learning outcomes matrices.
- Discussing the program learning outcomes in the advisory committee meeting to express opinions on its suitability.

Quality assurance procedures for evaluating the learning outcomes:

- Female student evaluation of the program learning processes
- Female student evaluation of the program quality
- Evaluating courses learning outcomes achievement and comparing them to the indicator.
- Evaluating program learning outcomes achievement and comparing them to the indicator.
- Holding interviews with random sample of the program female students about the program learning outcomes.
- Surveying female student opinions about the program learning outcomes.

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

- Interviews with random sample of the program female students about their evaluation of the teaching methods and techniques used by the program female teaching staff members.
- Reviewing female graduates and relevant persons' evaluation of teaching methods of the program.
- Surveying female students' opinions about the most and the least effective courses and how they cope with the labor market needs.
- Surveying female students' opinions about teaching strategies and evaluation of the program courses.

2. Overall Program Evaluation:

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

Exploratory study - interview questionnaires:

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

- 1- Interviews with a random sample of the program female students to obtain feedback on their overall evaluation of the program.
- 2- Interviews with a random sample of the program female students expected to graduate about their proposals for developing the program and its courses.
- 3- Evaluation of the female students expected to graduate on the program courses, teaching and learning strategies, material and human facilities.

4-Group discussion sessions with random groups of female graduates.
(ii) From independent advisors and/or evaluator(s)?.
1- Exploratory studies of the teaching staff members and female specialists on their evaluation of the program and its courses.
2- Holding interviews with female specialists to identify their proposals for developing the program and its courses.
3- Conducting questionnaires that reflect kindergarten professors' evaluation of the program and its courses.
4- Period review of the program by committees consisting of kindergarten professors.
5- Presenting the program to an external reviewer, discussing the report in Department Council and setting development proposals.
(iii) From employers and/or other stakeholders.
1- Questionnaires shall be distributed to employers and other relevant community levels to identify their opinions on the program female graduates' performance.
2- Organizing and holding periodic meetings for the targeted program employers and community.

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
Program Dean or program chair Main Campus In Najran	Dr. Rakeh Alqahtani	Associate professor		10/4/1439
	Dr. Mohammed Al-Hazmi	Associate professor		
Branch 1 Sharoura Headquarters	Prof. Mohammed Alshehri	Professor		10/4/1439