

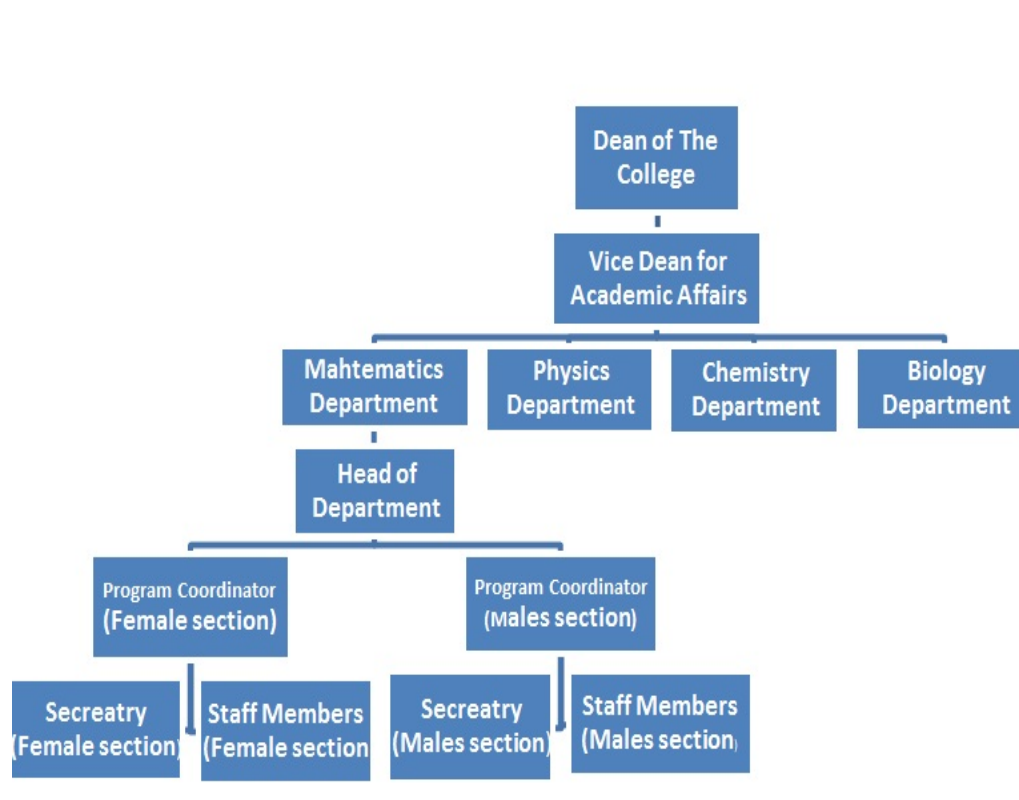
## T4. Program Specification

*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).*

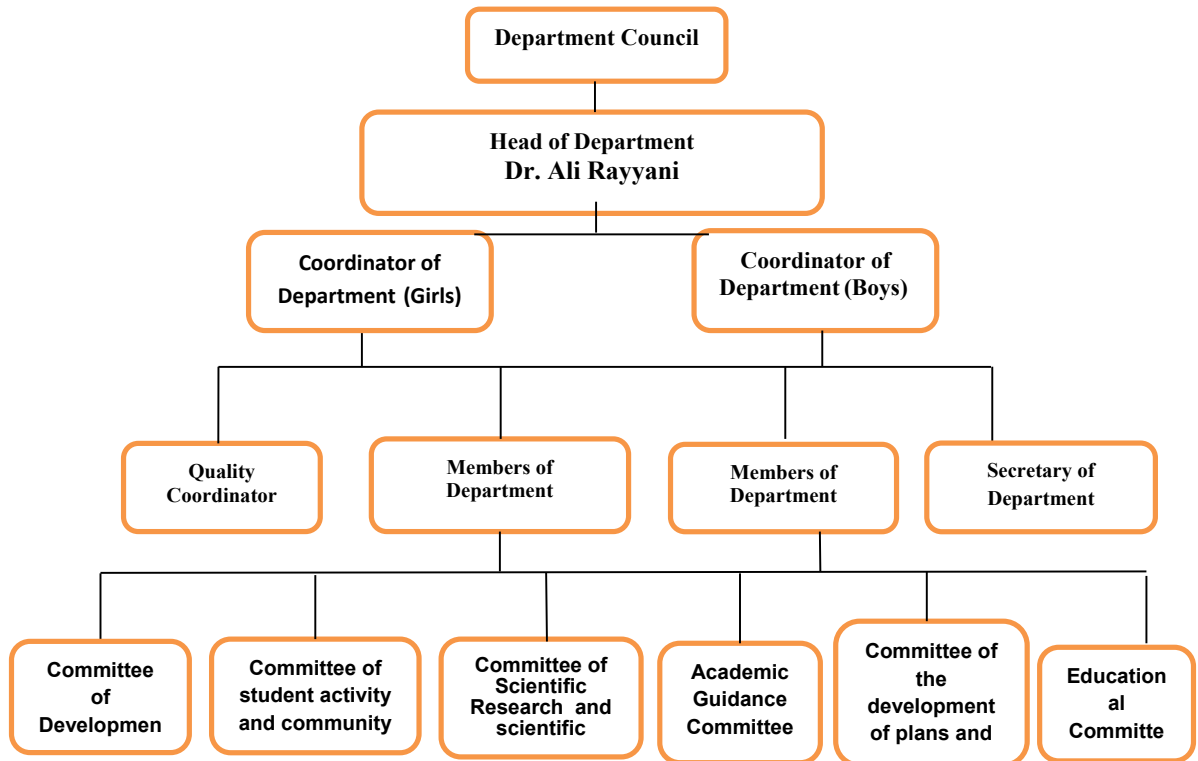
1. Institution :	Date:
Najran University	1/6/1439
2. College/Department:	
College of Sciences & Arts / Mathematics Dept. (Najran)	
College of Sciences & Arts / Mathematics Dept. (Sharourah)	
3. Dean/ Department Head:	
Dr. Abdulrahman A AL-Mady/: Dr. Mohammad bin Ali Faye (Njran)	
Dr. Mohamed Ali ElShehei/Dr. Ali Rayani (Sharourah)	

4. Insert program and college administrative flowchart:

**Najran Campus:**



**Sharourah Campus:**



5. List all branches offering this program :

Males' location/ College of Sciences and Arts / Main Campus (Najran)

Females' location / College of Education / Main Campus (Najran)

Males' location / College of Sciences and Arts / (Sharoura)

Females' location / College of Education / (Sharoura)

Branch1:

Branch 2 :

#### A. Program Identification and General Information

1. Program title and code: <b>Mathematics (Math)</b>
2. Total credit hours needed for completion of the program: <b>128</b>
3. Award granted on completion of the program: <b>Bachelor's Degree (Mathematics-Education)</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>None</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):  <ul style="list-style-type: none"> <li>- <b>Public Education</b></li> <li>- <b>Teacher of Mathematics</b></li> </ul>

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7. (a) New Program	Planned starting date	<input style="width: 60px; height: 25px;" type="text"/>
(b) Continuing Program	<input checked="" style="width: 40px; height: 25px;" type="checkbox"/>	
Year of most recent major program review		
Organization involved in recent major review (eg. internal within the institution)		
<div style="display: flex; justify-content: space-between; width: 80%;"> <span>None _____</span> <span>Other _____</span> <span>None _____</span> </div>		

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. Mohammed Ali Faya (Head of the Department, Najran)  
 Program coordinator, Male (Najran): Dr. Hammoud A. El Hadad  
 Program coordinator, Female (Najran): Oulwa S. Al Qarni

-Dr. Ali Rayani (Head of the Department, Sharourah)  
 Program coordinator, Male (Sharourah): Sami Dourayqan  
 Program coordinator, Female (Sharourah): Al Rouda Hassan Ahmed Omar

9. Date of approval by the authorized body (MOE)		
Campus Location	Approval By	Date
Main Campus:		
1: Males' section	Council of Higher Education	10/10/1427
2: Females' Section	Council of Higher Education	10/10/1427
Branch 3:		
Branch 4:		

#### 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:**

- 1- To meet the requirements of the development and the needs of the labor market.
- 2- To meet the need of the society for male and female teachers in the various stages of education.

**Social and cultural reasons:**

As the people of Najran are conservative, they consider the teaching profession the most suitable profession for both male and female.

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

University mission		Program mission
Offering teaching and learning that address the needs of society and 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.		To prepare a professional and academic cadre in Mathematics through using modern and sophisticated curriculum that meets the needs of the community
Offering teaching and learning	√	to prepare a professional and academic cadre in Mathematics
that <b>meets the needs of society and the labour market</b>	√	meet of the needs of the community.
contribute effectively to the sustainable development through applied research, the optimal use of modern technologies	√	through using modern and sophisticated curricula
The active partnership at the local, regional and global levels.		

Apparently, the program is closely connected to all items of the institution mission through:

1. Providing distinctive education through applying current teaching methods and technologies. Preparing highly qualified graduates and enhancing the students' varied skills to meet labor market requirements.



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?

- Joint committees are formed to review the course requirements and learning outcomes.
- The program participates in multiple courses in the College departments in both the women's and men's side, by offers some courses for some departments in the College, such as physics and chemistry, also the other departments in the College serve the program by teaching some courses , such as the Department of education and psychology, Arabic language, Islamic studies, English, physics, math, and biology.

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

Yes ☒

No ☐

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

- 1- Coordination with the administrators of other programs to specify the objectives of teaching educational and general courses.
- 2- Evaluation of the learning outcomes based on their meeting the requirements of our program.

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 نعم ☒

No لا ☐

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

For students having physical/ visual disabilities:-

- Selecting a special academic advisor to be responsible for them.
- Having lifts inside the building and passages specialized for physical disabilities students.
- If needed a special exam committee is held.

For students facing visual disabilities, in addition to the previous services, he/she is allowed to have a companion inside the college.

### C. Mission, Goals and Objectives :

1-Program Mission Statement (insert):

To prepare a professional and academic cadre in Mathematics through using modern and sophisticated curricula to meet the needs of the community.

2. List program goals (e.g. long term, broad based initiatives for the program, if any)  
Competition Locally and Regionally in Teaching of Mathematics

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

Measurable objectives	Measurable performance indicators	Major strategies
1- To provide students with the basic concepts in mathematics.	1- Exceed the Pass ratio of exams. 2- Percentage of those who passed the Final Exams.	1- Academic record of students. 2- Design of graduation exams. 3- The field experience

	3- Performance of the field experience students.	report
2- To prepare a cadre capable of teaching mathematics in general institutions.	1- Performance of field experience students. 2- Graduation ratios.	1- The field experience report. 2- Program report
3- To qualify outstanding students to pursue their higher studies.	1- Percentage of students who score a grade higher than 4 of 5. 2- Percentage of students who enrolled in the Master's program or who get a job at any Saudi university as teaching assistant.	1- The academic record. 2- Obtaining reports from postgraduate studies in Saudi universities.
4- To provide students with a number of mental skills (logical thinking, analysis, reasoning, and problem solving).	1- Percentage of those who passed the efficiency test of graduates of the program. 2- Percentage of students who score 70% in the graduation project course.	1- Obtaining a report from the measurement centre. 2- Program report and graduation project course.
5- To qualify students to take the job market more quickly in the jobs requiring mathematical skills.	1- Satisfaction of the employer's agencies with the professional and personal skills of the graduates of the program. 2- Percentage of those who got a job from the graduates of the program.	1- Questionnaire. 2- Report of the Graduate Unit.

## 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
Prep Year	NA	-----	-----		-----	-----
<b>1<sup>st</sup> Year Semester 1</b>						
	111 ISL-2	Introduction To Islamic Culture	Required		2	Islamic studies Department
	201ARAB-2	Arabic Language Skills			2	Arabic Department
	102ENG-3	Linguistic Texts			3	English Department
	110 EDU-2	Fundamentals of Education			2	Education Faculty
	101 PHYS-4	Introduction to Physics			(1+3) 4	Physics Department
	101MATH-3	Calculus I			3	Mathematics Department
<b>1<sup>st</sup> Year Semester 2</b>						
	112 ISL-2	Islamic Culture II	Required		2	Islamic studies Department
	202 ARAB-2	Arabic Writing			2	Arabic Department
	151 SYC-2	Educational Evaluation			2	Education Faculty
	121MATH-3	Calculus II		Calculus I	3	Mathematics Department
	145MATH-3	Principles of logic and modern algebra			3	Mathematics Department
	101CHM-4	General			(1+3)	Chemistry

		<b>Chemistry</b>			<b>4</b>	<b>Department</b>
<b>2<sup>nd</sup> Year Semester 1</b>						
	113 ISL-2	Islamic Culture III	Required			Islamic studies Department
	221 SYC-3	Educational psychology				Education Faculty
	161Math-2	Analytical geometry			2	Mathematics Department
	171Math-3	Statics		Calculus II	3	Mathematics Department
	241Math-3	Matrix Algebra			3	Mathematics Department
	101Stat-3	The principles of probability and statistics			3	Mathematics Department
<b>2<sup>nd</sup> Year Semester 2</b>						
	114ISL-2	Islamic Culture IV	Required		2	Islamic studies Department
	230 CURR-2	Curriculum			2	Education Faculty
	369 SYC-2	Guidance & Psychological Counselling			2	Education Faculty
	212Math-3	Dynamics 1		Statics	3	Mathematics Department
	281Math-3	Real analysis I		Calculus 1	3	Mathematics Department
	262Math-2	Solid Analytic Geometry		Analytic geometry	2	Mathematics Department
	341Math-3	Group theory		Principles of logic and modern algebra	3	Mathematics Department
<b>3<sup>rd</sup> Year Semester 1</b>						
	211 CURR-2	Computer in Education	Required		(1+1) 2	Education Faculty
	352 EDU-2	School			2	Education

		Administration				Faculty
	221Math-3	Calculus 3		Calculus I	3	Mathematics Department
	222Math-3	Introduction to differential equations		Calculus II	3	Mathematics Department
	280Math-3	Introduction to programming		Calculus II	(1+2) 3	Mathematics Department
	342Math-3	Linear algebra		Matrix Algebra	3	Mathematics Department
	241Math-3	Probability theory		The principles of probability and statistics	3	Mathematics Department
3 <sup>rd</sup> Year Semester 2						
	353 EDU-2	Educational Supervision	Required		2	Education Faculty
	341 CURR-3	Education Technology			(1+1) 2	Education Faculty
	381Math-3	Real analysis 2		Real analysis 1	3	Mathematics Department
	452Math-3	Numerical analysis 1		Calculus II	3	Mathematics Department
	471Math-3	General Topology		Real analysis 1	3	Mathematics Department
	101 BIOL-4	General Biology			(1+3) 4	Department of Biology
4 <sup>th</sup> Year Semester 1						
	360 EDU-2	Environmental Education	Required		2	Education Faculty
	354 CURR-3	Methods of Teaching			3	Education Faculty
	321Math-3	Differential equations-1		Introduction to differential equations	3	Mathematics Department
	383Math-3	Theory of		Real	3	Mathematics

		<b>complex variable</b>		<b>analysis 1</b>		<b>Department</b>
	<b>441Math-3</b>	<b>Rings and fields</b>		<b>Group theory</b>	<b>3</b>	<b>Mathematics Department</b>
	<b>483Math-3</b>	<b>Functional analysis</b>		<b>Real analysis 1</b>	<b>3</b>	<b>Mathematics Department</b>
	<b>498Math-3</b>	<b>Graduation project</b>		<b>Level 6</b>	<b>1</b>	<b>Mathematics Department</b>
<b>4<sup>th</sup> Year Semester 2</b>						
	<b>475 CURR-8</b>	<b>Field Experience</b>	<b>Required</b>	<b>Methods of Teaching</b>	<b>8</b>	<b>Education Faculty</b>

**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>1- Field experience is applied in the second semester of the fourth year of the program, and the number of credit hours to 8 hours for a full semester, the student attends five days a week at a rate of 5 hours per day, and the actual number of hours to 25 hours weekly.</p> <p>2- The student applies the knowledge, teaching strategies and evaluation studied.</p> <p>3- The student will be responsible for classroom management.</p> <p>4- Evaluation of the student by the supervisors of the Department of Education and Mathematics, and an external supervisor from the school administration, to verify ability to perform the process of teaching well.</p>
b. At what stage or stages in the program does the field experience occur? (eg. year, semester)



2 <sup>nd</sup> semester of the fourth year
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)  6hours/five days a week for 12 weeks. (360 hours per semester)
d. Number of credit hours (if any)  8 Credit 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.)
a. 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. level)  None
d. Number of credit hours (if any) : None
e. Description of academic advising and support mechanisms provided for students to complete the project.  None
f. Description of assessment procedures. (including mechanism for verification of standards)  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	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	State the basic concepts and theories in the different branches of Mathematics.	Lecturing - Presentations - Discussion	First Exam second Exam Final Exam Assignment Collaborative learning and Team work
1.2	Recognize the axioms and general facts in the different branches of Mathematics.	Lecturing - Presentations - Discussion - Self-learning	
1.3	Review the different techniques of proofs.	Lecturing - Presentations - Discussion	
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Use appropriate methods to solve mathematical problems both orally and in writing.	Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	First Exam second Exam Final Exam Assignment Training reports

2.2	Apply some mathematical formulas to explain some natural phenomena.	Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	Quizzes
2.3	Interpret quantitative and numerical data statistically using the computer and its applications.	Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	
2.4	Use appropriate facts and theorems to solve mathematical problems in different situations.	Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	
2.5	Apply modern teaching strategies in teaching mathematics.	Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Take responsibility through self-learning in different branches of mathematics.	Cooperative learning - Presentations - Self-learning strategies	Observation cards - Online Participation & Quizzes - Field training assessment -Oral presentation
3.2	Cooperate positively with his colleagues in formulating and solving mathematical problems.	Cooperative learning - Presentations - Self-learning strategies	
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Use the means of communication and modern technology to learn the different branches of mathematics.	Cooperative learning - Presentations - Self-learning strategies	Observation cards - Online Participation & Quizzes - Field training assessment
4.2	Be proficient in both oral and written communication skills in expressing mathematical problems.	Cooperative learning - Presentations - Self-learning strategies	
5.0	<b>Psychomotor</b>		

	Not Applicable
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### 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)

Levels		Level 1						Level 2						Level 3						
	Course Offerings  NQF Learning Domains and Learning Outcomes	111 ISL-2	201 ARAB-2	102 ENG-3	110 EDU-2	101 PHYS-4	101 MATH-3	112 ISL-2	202 ARAB-2	151 SYC-2	121 MATH-3	145 MATH-3	101 CHM-4		113 ISL-2	221 SYC-3	161 Math-2	171 Math-3	241 Math-3	101 Stat-3
1.0	Knowledge																			
1.1	State the basic concepts and theories in the different branches of Mathematics.						√ I				√ I									
1.2	Recognize the axioms and general facts in the different branches of Mathematics.											√ I					√ I		√ I	
1.3	Review the different techniques of proofs.																			
2.0	Cognitive Skills																			
2.1	Use appropriate methods to solve mathematical problems both orally and in writing.						√ I				√ I									
2.2	Apply some mathematical formulas to explain some natural phenomena.					√ I							√ I					√ I		
2.3	Interpret quantitative and numerical data statistically using the computer and its																			

[illegible]

Levels	Level 7	Level 8
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Course Offerings	360 EDU-2	354 CURR-3	321Math-3	383Math-3	441Math-3	483Math-3	498Math-3	475 CURR-8											
<b>1.0 Knowledge</b>																			
1.1 State the basic concepts and theories in the different branches of Mathematics.			√ P	√ P		√ A													
1.2 Recognize the axioms and general facts in the different branches of Mathematics.					√ A														
1.3 Review the different techniques of proofs.																			
<b>2.0 Cognitive Skills</b>																			
2.1 Use appropriate methods to solve mathematical problems both orally and in writing.			√ P	√ P		√ A													
2.2 Apply some mathematical formulas to explain some natural phenomena.																			
2.3 Interpret quantitative and numerical data statistically using the computer and its applications.				√ P	√ A														
2.4 Use appropriate facts and theorems to solve mathematical problems in different situations.																			
2.5 Apply modern teaching strategies in teaching mathematics.				√ P		√ A													
<b>3.0 Interpersonal Skills &amp; Responsibility</b>																			
3.1 Take responsibility through self-learning in different branches of mathematics.							√ A												
3.2 Cooperate positively with his colleagues in formulating and solving mathematical problems.			√ P		√ A			√ P											
<b>4.0 Communication, Information Technology, Numerical</b>																			
4.1 Use the means of communication and modern technology to learn the different branches of mathematics.							√ A												
4.2 Be proficient in both oral and written communication skills in expressing mathematical problems.																			
<b>1.0 Knowledge</b>																			
5.1 NA																			

## 5. Admission Requirements for the program

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

prerequisites.

<http://dadr.nu.edu.sa/#>

<http://sca.nu.edu.sa/mathematics>

1. Fulfilling Admission & Registration Deanship Requirements.
2. Certificate of General Secondary Education Completion.

#### 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

<http://dadr.nu.edu.sa/#>

<http://sca.nu.edu.sa/mathematics>

#### 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.)

##### Verification procedures:

- Graduation exam
- Measurement of learning outcomes
- discuss the courses reports and improvement plans

#### 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).



- Academic week at the beginning of each semester to initialize new student.
- Receiving new students and inform them with the undergraduate system.
- prepare a file for each student that contains all its data
- inform students with dates of add/drop for courses and the electronic way to do that
- Explain the schedule for the student and how she knows the time and place for lectures.
- Inform the student with the names, numbers and symbols of courses and their previous requirements.
- Inform student with academic calendar annual and start dates of semesters.
- Follow the academic achievement of student and if she improved or not.
- guide student and help them educationally and academically
- Identification of problems facing student especially those affecting academic performance and work to resolve them and advise them.
- Inform the student with her rights and obligations within the College and learn the controls and penalties when a breach of University regulations system.
- Inform the student with postponement and apologize rules for the study.
- Guide the students who are academically unsuccessful.
- Encourage the students to read the instructions issued by the Dean of Student Affairs and the to attend seminars held by it.
- Provide the student with handbook academic advising.
- Give interest to the Achiever student in coordination with their academic departments.
- 10 hours academic advising per week for each staff member.
- - Selecting an academic advisor for every department

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).

## 2. Student Appeals

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

<http://dadr.nu.edu.sa/#>

<http://sca.nu.edu.sa/mathematics>

- Committee is formed in the department for receiving student complaints called "Committee of student complaints" by a decision of the Council chaired by the President of the section/section Coordinator comprises three faculty members and one of them is the Coordinator of the Committee.
- This committee is responsible for the following:
  1. Create an electronic record of student complaints section wherein we record the substance of complaints received, date and follow-up procedures for solving them.
  2. Adoption of a complaints form that ensures confidentiality.
  3. Receiving students to register complaints and to procedures for solving them.
  4. Register students' complaints and follow up solution procedures and the committee coordinator is responsible for that.
  5. Tell the student the response of the complaint within five days, in cases that require the approval of the Board of the Department the student is informed of the proposal of the resolution solve the problem if the proposal by the Chairman/Coordinator section to be informed after approval and adoption of specialized boards, in the latter case, the duration depends on the progress of the student complaints, and so the dates of department and faculty councils are announced for students.
- Student complaints handling mechanism includes two tracks: The first is handled informally, The second dealt with formally guarantees the confidentiality and non-affected student and fast action.
- the role of coordinator of the Committee is determined in the following points:
  1. Is the relation between the students and the faculty members in the Department, and provides advices on how to handle student complaints.

2. Examine the complaints of the first stage and oversees the implementation of the results of the investigation
3. Collect all the information about informal complaints
- Mechanisms for complaints and suggestions and how to deal with it: Student complaints received through:
  1. Fund student complaints
  2. Chairperson/Coordinator of the scientific Department directly either in writing or orally.
  3. Meetings of the faculty members with student groups.
  4. College website
- Directs students to the following procedural steps: formal complaint must be submitted in writing. and complaint form can be obtained from the Coordinator of the Committee section or the student can be given the following details in a letter:
  1. Name
  2. The nature of the complaint.
  3. Actions, if any, which the student took before to resolve the complaint, or any action that may have been part of the College.
  4. What the student expect to resolve his complaint.
- And finally the student informed by the following:
  1. A search (investigation) into your complaint will be done as soon as possible.
  2. You will be notified of the results of the investigation and on any action to be taken.
  3. If you are still not satisfied you should specify in writing the reasons for not satisfied, send the Commission. And the Committee will review the complaint and make recommendations.

#### **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?

- 1) A recommended list of references for faculties teaching the program courses.
- 2) Using the Internet to determine some learning resources that can be helpful in teaching the program courses and are included in each course specification.

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

- 1) Conducting surveys to identify teaching staff needs of libraries, learning resources, laboratories and any other teaching resources.
- 2) In each course specification, these needs are also identified.
- 3) A list of books needed is sent to a certain bookshop to be prepared for students in advance and students are informed about it.
- 4) List of needed textbooks & references is sent to Library Affairs Deanship to provide needed books in the Faculty/ University library.
- 5) Electronic versions of all textbooks, references are uploaded for students on the Black Board at the beginning of each semester.

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

- 1) In course report, the faculty mentions any problems facing him/her in teaching regarding learning resources or any other facilities or resources.
- 2) Collective reports are sent to the Administration including any needs.
- 3) Conducting surveys to identify databases and their access.

There are questionnaires to evaluate sources by teaching staff

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

Availability, interest and helpfulness of textbooks and materials are evaluated by students in course evaluations.

There are questionnaires to evaluate sources by students

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

- The new selected books should be approved by the department council and higher academic councils in the university.
- Curriculum development and assessment committee oversees the acquisition of textbooks.

## 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- Selecting specialized and highly-qualified teaching staff.
- 2- Balancing between the teaching staff's majors and the courses provided by the Dept.
- 3- Selecting teaching staff from academically distinguished universities.
- 4- Conducting interviews to assess the efficiency of applicants for teaching staff positions.
- 5- Informing the newly-appointed teaching staff with the regulations and bylaws of both the Dept. and the university.

Evaluating teaching staff's performance during the first year of practicing his academic responsibilities before appointing her/him finally.

### 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.

- 1- All Teaching staff participate in completing & developing work related to quality standards in the Program.
- 2- Internal review committees are formed including staff members to participate in reviewing course reports, conducting surveys, writing reports & so on.
- 3- Organizing periodical meetings during the academic year to follow-up applying the Program quality assurance items and review the application of academic plans and students' performance.
- 4- Getting feedback from teaching staff about the program progress.
- 5- Receiving the suggestions and recommendations from teaching staff and students concerning the best methods for developing academic courses and methods of teaching them by the end of every academic semester.
- 6- Periodic review of the course reports and the program report for the purpose of evaluating the quality of the program

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

There is no program advisory committee

### 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.

- 1- Holding workshops and training programs for developing faculties' teaching, methods of assessment & research skills.
- 2- Organizing workshops and training programs for teaching staff on using modern technology in teaching, scientific research, and other professional development programs.
- 3- Giving certificates for attending workshops or conferences.

b. Other professional development including knowledge of research?

- Provide an opportunity for faculty members to participate in conferences, seminars and various meetings.
- Encourage the teaching of scientific publishing staff members through participation in magazines, local, Arab and foreign periodicals and prestigious.
- Support the process of scientific research and studies related to specialization.
- Participate in community service.
- Take advantage of the opportunities delegation, secondment of scientific research centres, universities and other bodies in accordance with the rules and regulations of the university.
- Organizing scientific meetings hosted distinguished scientists where to showcase the latest developments in the field of scientific research in the specialty.
- Encourage faculty members to join the local, regional and international scientific associations and attend events and participate in its activities.
- Take advantage of the research projects supported by the university.

#### 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.

- 1- Having an orientation program for new/visiting teaching staff at the beginning of every semester.
- 2- Distributing orientation booklets of the program for teaching staff.
- 3- Recommending an experienced colleague to the new teaching staff to get advice and exchange experience.

- 4- At the level of faculty, another orientation program is held to all new staff members in the varied Programs through Development & Quality Unit.

#### 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.)

1. Job vacancies are announced for part time vacancies including needed specialisation, job requirements and qualifications.
2. After receiving the candidates' documents and applications, the needed part timers are selected.
3. An Interview is held by the Program coordinator & (Head in males' section).
4. If accepted, the candidate's documents are sent to the Dean for approval.

#### I. Program Evaluation and Improvement Processes

##### 1. Effectiveness of Teaching

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

Reviewing regular students' evaluation of the academic courses and program.

- Reviewing graduate students' evaluation of the academic courses and program.
- Reviewing employers' evaluation of graduates' performance.
- Internal review (self-evaluation) and external review of courses and programs.
- Teaching staff's comments and opinions.

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

- 1- Reviewing course reports including the effectiveness of the strategies used.
- 2- Modifying needed strategies if needed while modifying and reviewing courses & Program specifications.
- 3- Reviewing regular students' evaluation of the academic courses and program.

- 4- Reviewing graduate students' evaluation of the academic courses and program.

## 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:
<p>(i) From current students and graduates of the program</p> <ul style="list-style-type: none"> <li>- Exit exam for 8<sup>th</sup> level students, field training students.</li> <li>- Program learning outcomes achievement questionnaires for 8<sup>th</sup> level students.</li> <li>- Interviews with the expected graduate-students to identify their points of view regarding the academic courses and program in general.</li> <li>- Varied surveys to assess different aspects related to the Program overall performance like students satisfaction about Program Performance, facilities, e-learning, learning resources, extra-curricular activities and so on.</li> </ul>
<p>(ii) From independent advisors and/or evaluator(s)</p> <p>There are no advisory committees for the program</p>
<p>(iii) From employers and/or other stakeholders</p> <p>None</p>

### 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. Mohamed Ali Faye	(Head of the Department, Najran)		1/61439
<b>Sharourah Location</b>	Dr. Ali Rayani	(Head of the Department, Sharourah)		1/61439
<b>Branch 1</b>				
<b>Branch 2</b>				