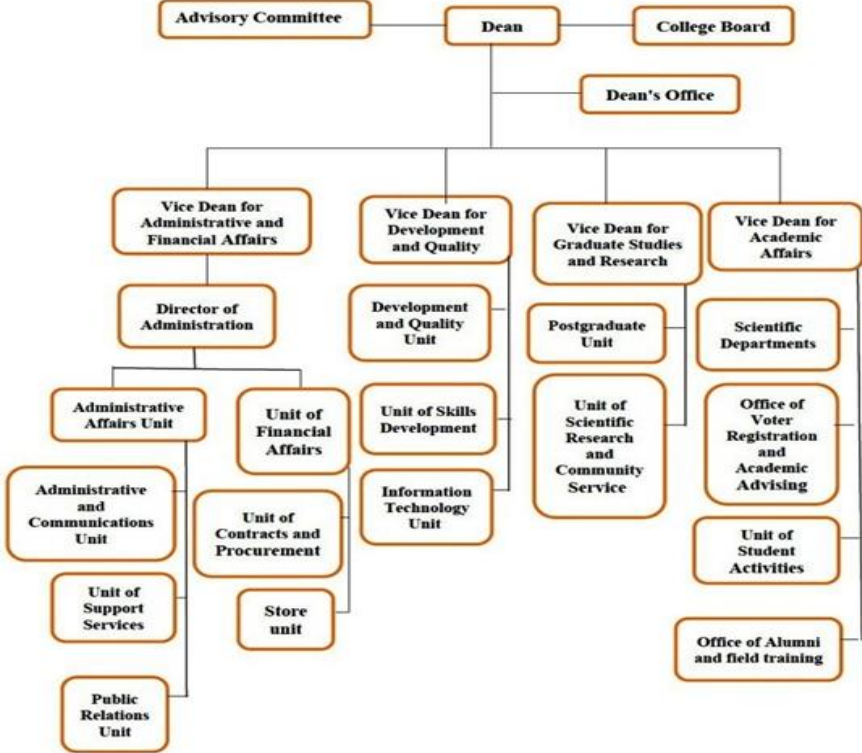


T4. Program Specifications

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 01.6.1437
2. College/Department Collage of Pharmacy	
3. Dean/Department Head Dr. Saad Ben Ahmed Al-Qahtani	
4. Insert program and college administrative flowchart	
<p>Administrative Flowcharts</p>  <pre> graph TD Dean[Dean] --- AC[Advisory Committee] Dean --- CB[College Board] Dean --- DO[Dean's Office] Dean --- VDA[Vice Dean for Administrative and Financial Affairs] Dean --- VDQ[Vice Dean for Development and Quality] Dean --- VDSR[Vice Dean for Graduate Studies and Research] Dean --- VDAff[Vice Dean for Academic Affairs] VDA --- DA[Director of Administration] VDA --- AAU[Administrative Affairs Unit] VDA --- ACU[Administrative and Communications Unit] VDA --- USS[Unit of Support Services] VDA --- PRU[Public Relations Unit] DA --- UFA[Unit of Financial Affairs] DA --- UCPU[Unit of Contracts and Procurement] DA --- SU[Store unit] VDQ --- DQU[Development and Quality Unit] VDQ --- USDU[Unit of Skills Development] VDQ --- ITU[Information Technology Unit] VDSR --- PU[Postgraduate Unit] VDSR --- USRCS[Unit of Scientific Research and Community Service] VDAff --- SD[Scientific Departments] VDAff --- OVR[Office of Voter Registration and Academic Advising] VDAff --- USA[Unit of Student Activities] VDAff --- OALT[Office of Alumni and field training] </pre>	
5. List all branches offering this program	
Branch 1. Collage of Pharmacy - Najran University Campus	

Branch 2. _____

Branch 3. _____

Branch 4. _____

A. Program Identification and General Information

1. Program title and code: Bachelor of Pharmaceutical Sciences (B. Pharm. Sc.)
2. Total credit hours needed for completion of the program: 164 Credit hours
3. Award granted on completion of program: Bachelor Degree of Pharmaceutical Sciences
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) NON
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) NON
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) Job Description. <ol style="list-style-type: none"> 1. Pharmacists dispense medicines to the patients, as prescribed by the medical expert. 2. Management of medicines and drugs in health care units and hospitals. 3. Assist the patients and advise the medical experts by recommending the right medicine. 4. Answer the queries of the patients and doctors about the probable side effects and benefits of the drug therapy 5. Supervise the medicine store and take proper care of the medicines Career opportunities for pharmacists <p>The career development path of the pharmacists is quite steady. The program aims at graduating qualified pharmacist to work in the following sectors:</p> <ol style="list-style-type: none"> 1. Pharmacies: Community and Hospital Pharmacies 2. Drug and Poison Information Centers (DPICs) 3. General analytical labs for drugs such as: therapeutic drug monitoring labs (TDM), quality

control, and food analysis centers

4. Pharmaceutical industry.
5. Medical representation and promotion for pharmaceutical companies.
6. Research and development (R&D)
7. Drug stores
8. Drug marketing

7. (a) New Program Planned starting date

(b) Continuing Program Year of most recent major program review

Organization involved in recent major review (eg. internal within the institution),

Accreditation review by

Internal within the institution by an internal revision committee

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. Ashraf Mohamed Mohamed Mahmoud

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

Campus Location	Approval By	Date
Main Campus:		
Branch 1: Collage of Pharmacy		10/10/1427
Branch 2:		
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.**

Pharmacy is concerned with the actions of drugs on the biological systems as well as their applications for human drug therapy. This program basically prepares students for the role of a pharmacist in our society, thus ensuring that patients optimize medication usage. The program will give students the needed fundamentals that they will need for better job prospectation and professional specialties in their future for working in many areas of medical fields such as hospitals, laboratories, medical companies,etc.

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

The program is consistent with the mission of Najran University, where the program is contributing to the educational process as main goal beside its contributing in the scientific research and community services

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

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

Curriculum development committee is responsible for ensuring that the course contents of these courses achieve educational outcomes for the academic program for Pharmacy Students, through questionnaire and students meeting.

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?

1. English language, Computer Skills and Communication Skills are studied in the preparatory year (first year)
2. Academic advising is offered by the program staff starting from level 3

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

Preparation of pharmacy graduates with high efficiency of profession and moral character, able to compete in the labor market local and regional, have the ability to develop pharmaceutical and drug design, quality assurance and improve health care for patients.

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

A. Achievement of leadership in the quality of teaching and learning.

B. Upgrading infrastructure for the program

2. 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	Major Strategies	Measurable Performance Indicators
1. Provide highly qualified pharmacists with updated knowledge and skills preparing them for professional practice	1. Field training program before graduation	1. Satisfaction of employers for professional and personal skills for the graduates
2. Achieve standards in the quality of teaching and learning.	1. Upgrading infrastructure such as labs, halls, projectors, equipment's, ... etc. 2. Training programs for both staff and students 3. Extra-curricular activities for students 4. Self-learning for students	1. Students' satisfaction (%) for the program. 2. Students' evaluation for learning experience 3. Students' evaluation for courses 4. Students' evaluation for staff members 5. Students' evaluation for learning process 6. Students' evaluation for program facilities 7. Students acceptance of for the laboratories and teaching halls. The Ratio of published research in the scientific magazines for each staff member.
3. Enhance the efficiency and adequacy of the faculty members	1. Sending of study mission for the faculty administrators 2. Making contracts with	1. Staff's satisfaction for the financial system

	qualified staff members	
4. Investment and promotion of college facilities and equipment's and use of modern techniques	1. Purchasing of new modern equipment's	1. Number of computers available for the program students 2. List by all equipment's available for the program
5. Excellence in student support system	1. Increasing the efficiency of the student advising program 2. Office hours for students 3. Student support services.	1. Students' evaluation for program learning resources 2. Students' evaluation for the hall of extra-curricular activities

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 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.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
Prep Year		1st year				
Level 1	ENG 140	English language: Reading	Required	---	2	Prep Year
	ENG 141	English language: Writing	Required	---	2	Prep Year
	ENG 142	English language: Listening and speaking	Required	---	2	Prep Year
	ENG 143	English language: Grammars	Required	---	2	Prep Year
	MATH140	Introduction of Mathematics	Required	---	2	Prep Year
	ETHC 140	Thinking and Ideation Skills	Required	---	2	Prep Year
	TECH 140	Computer Skills	Required	---	3	Prep Year
Total					15	
Level 2	ENG 150	English language: Speaking	Required	---	3	Prep Year
	ENG 151	Report Writing	Required	---	2	Prep Year
	ETHC 150	Occupational Ethics	Required	---	1	Prep Year
	SCI 150	Communication Skills	Required	---	2	Prep Year
	MATH 150	Algebraic Sciences	Required	---	4	Prep Year

Total					12	
2nd year						
Level 3	PHCH 211	Pharmceutical Organic Chemistry-1	Required	---	3	Pharmacy
	PHCU 231	Physical Pharmacy	Required	---	3	Pharmacy
	ANAT 281	Anatomy and Histology	Required	---	3	Medicine
	PHYS 223	Physiology-1	Required	---	3	Medicine
	BICH 284	Biochemistry-1	Required	---	2	Medicine
	ISLM111	Islamic Culture- 1	Required	---	2	Sharia
	ARB 201	Arabic Language- 1	Required	---	2	Sci. & Arts
Total					18	
Level 4	PHCH 212	Pharmceutical Organic Chemistry-2	Required	PHCH 211	3	Pharmacy
	PHCH 213	Pharmaceutical Analytical Chemistry-1	Required	---	3	Pharmacy
	PHCP 251	Introduction to Pharmacy Profession	Required	---	1	Pharmacy
	PHYS 283	Physiology-2	Required	PHYS 223	2	Medicine
	BICH 285	Biochemistry-2	Required	PHCH 208	3	Medicine
	PHCP 252	Computer in Pharmaceutical Services	Required	---	2	Computer Science
	ISLM 112	Islamic Culture- 2	Required	---	2	Sharia
ARB 202	Arabic Language- 2	Required	---	2	Sci. & Arts	
Total					18	
3rd year						
Level 5	PHCH 314	Pharmaceutical Analytical Chemistry-2	Required	PHCH 213	3	Pharmacy
	PHGN 321	Pharmacognosy-1	Required	---	3	Pharmacy
	MICR 386	Immunology	Required	---	2	Medicine
	MICR 387	Pharmaceutical Microbiology- 1	Required	---	3	Medicine
	PATH 389	Pathology- 1	Required	PHYS 283	3	Medicine
	PHCL 341	Biostatistics	Required	---	2	Medical Sci.
	ISLM 113	Islamic Culture- 3	Required	---	2	Sharia
Total					18	
Level 6	PHCU 332	Pharmaceutics- 1	Required	PHCU 231	3	Pharmacy
	PHGN 322	Pharmacognosy-2	Required	PHGN 321	3	Pharmacy
	PHCL 342	Pharmacology- 1	Required	PHYS 283	3	Pharmacy
	MICR 388	Pharmaceutical Microbiology- 2	Required	MICR 387	3	Medicine
	PATH 390	Pathology- 2	Required	PATH 389	3	Medicine
	PHCH 315	Drug Discovery and Development	Required	PHCH 212	1	Pharmacy
	ISLM 114	Islamic Culture- 4	Required	---	2	Sharia
Total					18	
4th year						
Level 7	PHCH 416	Medicinal Chemistry-1	Required	PHCH 212	3	Pharmacy
	PHCU 433	Pharmaceutics- 2	Required	PHCU 332	3	Pharmacy
	PHCL 443	Pharmacology- 2	Required	PHCL 342	3	Pharmacy
	PHGN 423	Pharmaceutical Biotechnology	Required	PHGN 322	3	Pharmacy
	PHCP 453	Basic Pharmacokinetics	Required	---	3	Pharmacy
	PHCP 454	Pharmacy practice- 1	Required	PHCP 251	2	Pharmacy
	Total					17
	PHCH 417	Medicinal Chemistry-2	Required	PHCH 416	3	Pharmacy
	PHCL 445	Toxicology	Required	PHCL 443	3	Pharmacy

Level 8	PHCL 444	Pharmacology- 3	Required	PHCL 443	3	Pharmacy
	PHCP 457	Pharmacotherapy-1	Required	PHCL 443	3	Pharmacy
	PHCP 456	Clinical Skills for Pharmacists	Required	---	2	Pharmacy
	PHCP 455	Pharmacy practice- 2	Required	PHCP 454	2	Pharmacy
Total					16	
5th year						
Level 9	PHCH 518	Medicinal Chemistry-3	Required	PHCH 417	2	Pharmacy
	PHGN 524	Recent Approaches in Analysis of Medicinal Plants	Required	PHGN 322	2	Pharmacy
	PHCU 534	Pharmaceutics- 3	Required	PHCU 433	3	Pharmacy
	PHCU 535	Industrial Pharmacy	Required	PHCU 433	3	Pharmacy
	PHCP 558	Pharmacotherapy-2	Required	PHCP 457	3	Pharmacy
	PHCP 559	Drug and Poison information	Required	PHCL 444	2	Pharmacy
	PHCP 560	Regulations, Ethics and History of Pharmacy	Required	PHCP 454	1	Pharmacy
Total					16	
Level 10	PHCU 536	Sterile Dosage Forms	Required	PHCU 535	2	Pharmacy
	PHCU 537	Pharmaceutical Quality Control and good Manufacturing Practice	Required	PHCU 534	2	Pharmacy
	PHCU 538	Over the Counter Drugs	Required	PHCU 534	3	Pharmacy
	PHCU 539	Cosmetic Preparations	Required	PHCU 534	3	Pharmacy
	PHCH 519	Instrumental Analysis of Pharmaceutical Compounds	Required	PHCH 518	3	Pharmacy
	PHGN 525	Herbal and Alternative Medicine	Required	PHGN 524	2	Pharmacy
	PHCP 561	Pharmaceutical Marketing	Required	PHCP 454	1	Pharmacy
Total					16	
Total number of credit hours					164	Credit hours
Include additional levels if needed (ie. summer courses).						

2. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

Mandatory pharmaceutical training:

PHTR 501: Pharmaceutical training (320 training hours equal 960 contact hours in 120 working days) practically 6 months

a. Brief description of field experience activity

Training must be done in pharmacies of governmental hospitals and accepted by the college. During the training period, students are supervised and evaluated by the college staff members in collaboration with the pharmacy supervisor. B. Pharm. Sc. Degree will be awarded only after acceptance of the student report and evaluation.

b. At what stage or stages in the program does the field experience occur? (eg. year, semester)
The pharmaceutical training will be done on the semester that comes after the tenth level, after the students' pass in all courses of the B. Pharm. Sc. Plan.
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)
320 training hours equal 960 contact hours in 120 working days) practically 6 months
d. Number of credit hours (if any) 80 Credit hours

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)	
NON	
a. Brief description	-----
b. List the major intended learning outcomes of the project or research task.	-----
c. At what stage or stages in the program is the project or research undertaken? (eg. level)	-----
d. Number of credit hours (if any)	-----
e. Description of academic advising and support mechanisms provided for students to complete the project.	-----
f. Description of assessment procedures (including mechanism for verification of standards)	-----

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* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		

1.1	Describe the facts, concepts, rules, and theories in anatomy, biochemistry, biostatistics, immunology, microbiology, molecular biology, physiology and pathophysiology.	1. Lectures, 2. Tutorials. 3. group assignments	1- Multiple choice exam. 2- Written essay exam 3- Essay assignments 4- Observation cards in lectures and labs
1.2	Write the facts, concepts, rules, and theories in phytochemistry, analytical, organic and medicinal chemistry as well as pharmacology, toxicology, pharmacotherapeutics and clinical pharmacokinetics.		
1.3	State the facts, principles, and theories of dosage forms, drug delivery systems, and biopharmaceutics as well as behavioral, social and administrative pharmacy, health care economics, pharmacoconomics, practice management, ethical foundations of practice.		
1.4	Record the facts and principles of clinical laboratory medicine, complementary medicine, alternative medicines, delegated prescribing authority, drug distribution, drug administration, drug information, disease-state management, emergency first-care, health promotion, disease prevention, laws pertaining to practice, prescription processing.		
2.0	Cognitive Skills		
2.1	Evaluate the possible interactions or interferences of drugs and pharmaceutical compounds	1- Tutorials for discussion of issues and problems 2- Problem solving exercises. 3- Laboratory dispensing and exercises. 4- Data interpretation exercises and successful completion of experiments.	1- Problem-based learning questions (PBLQ). 2- Oral presentation 3- Practical exam 4- Observation cards in lectures and labs 5- Laboratory reports
2.2	Plan strategies for solving problem for making decisions during daily practice.		
2.3	Explain the results and findings		
2.4	Interpret the scientific data and information		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate personal values such as ethical principles in professional and social contexts as well as responsibility for the	1- Group project with a randomly selected team leader.	1- PBL and case study report. 2- Practical exam

	outcomes associated with their decisions.	2- Case study.	3- Individual and group reports
3.2	Use ethical frameworks and ethical principles in their work	3- Role-play 4- PBL group projects.	4- Seminars presentation.
4.0	Communication, Information Technology, Numerical		
4.1	Communicate clearly by verbal and written means	1- Use of ICT for analysis and reporting.	1- Oral presentation.
4.2	Demonstrate the practical skills in operation of scientific and medical instruments as well as efficient use of media and technology	2- The use of search engines on the internet 3- The hospital training period.	2- Student assignments. 3- Observation card in lectures and laboratory
5.0	Psychomotor		
5.1	Prepare the pharmaceutical compounds in the laboratory	Step by step demonstrating of experiments	1. Observation card in labs 2. Practical exam
5.2			

Program Learning Outcomes 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	MATH 140	MATH 150	ETHC 140	ETHC 150	TECH 140	SCI 150	ENG 140	ENG 141	ENG 142	ENG 143	ENG 150	ENG 151	ARB 201	ARB 202
1.0	Knowledge														
1.1				C					C				C		
1.2															
1.3															
1.4		A	A	A	A	A	A	A	A	A	A	A	A		
2.0	Cognitive Skills														
2.1															
2.2				A											
2.3									A		A		A		
2.4				A											
3.0	Interpersonal Skills & Responsibility														
3.1															
3.2															
4.0	Communication, Information Technology, Numerical														

4.1							A	A	A	A	A	A	A	A
4.2			A		A	A								
5.0	Psychomotor													
5.1														
5.2														

A = fulfill ILOs by 50-100 %
B = fulfill ILOs by 30-50 0%
B = fulfill ILOs by 00-30 0%

	Course Offerings	ANAT 281	PHYS 223	PHYS 283	PHCH 208	BICH 285	MIC 386	MIC 387	MIC 388	PATN 389	PATN 390	ISLAM 111	ISLAM 112	ISLAM 113	ISLAM 114
1.0	Knowledge														
1.1		A	A	A	A	A	A	A	A	A	A				
1.2															
1.3															
1.4															
2.0	Cognitive Skills														
2.1															
2.2		A	A	A	A	A				A	A				
2.3							C	C	C						
2.4															
3.0	Interpersonal Skills & Responsibility														
3.1												A	A	A	A
3.2												A	A	A	A
4.0	Communication, Information Technology, Numerical														
4.1							B	B	B						
4.2							B	B	B						
5.0	Psychomotor														
5.1															

5.2														
-----	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Course Offerings NQF Learning Domains and Learning Outcomes	PHCH 211	PHCH 212	PHCH 213	PHCH 314	PHCH 315	PHCH 416	PHCH 417	PHCH 518	PHCH 519	PHGN 321	PHGN 322	PHGN423	PHGN524	PHGN525
1.0	Knowledge														
1.1															
1.2		A	A	A	A	A	A	A	A	A	B	B	B	A	B
1.3						C									
1.4							C	C	C						
2.0	Cognitive Skills														
2.1				A	A	A	A	A	A	A	B	B	B		B
2.2				A	A					A					
2.3		B	B				B	B	B						
2.4							B	B	B						
3.0	Interpersonal Skills & Responsibility														
3.1				A	A					A					
3.2				C	C					C					
4.0	Communication, Information Technology, Numerical														
4.1				C	B		C	C	C	B	B	B	C		B
4.2				A	A		B	B	B	A					
5.0	Psychomotor														
5.1		B	B	C	C		A	A	C	C					
5.2															

	Course Offerings NQF Learning Domains and Learning Outcomes	PHCL 341	PHCL 342	PHCL 443	PHCL 444	PHCL445	PHCU 231	PHCU 332	PHCU 433	PHCU 534	PHCU 535	PHCU 536	PHCU 537	PHCU 538	PHCU 539
1.0	Knowledge														
1.1								C	C	B		C		B	
1.2		A													
1.3			A	A	A	A	A	A	A	A	A	A	A	A	A
1.4															
2.0	Cognitive Skills														
2.1		A	B	B	B	A		C	B		B	C		C	
2.2		A	C	B	B	B	A	B		C	B	C	C	B	C
2.3			C	C	C	C	B	A			C				
2.4		A	C	C	C	C			A	A					
3.0	Interpersonal Skills & Responsibility														
3.1			B	B	B	B	C	C			C	C		B	
3.2			B	B	B	B	C	C	A	C	B	B		C	
4.0	Communication, Information Technology, Numerical														
4.1			B	B	B	B	B	A	A	A	B	A	C	A	A
4.2			A	A	A	A					B				
5.0	Psychomotor														
5.1							A	A	A		A				
5.2															

Course Offerings	PHCP 251	PHCP 252	PHCP 453	PHCP 454	PHCP 455	PHCP 456	PHCP 457	PHCP 558	PHCP 559	PHCP 560	PHCP 561			
1.0 Knowledge														
1.1	A		A											
1.2	A													
1.3			B				B	B	A	A				
1.4				A	A	A	A	A	A	A	A			
2.0 Cognitive Skills														
2.1	A		A	A	A						A			
2.2			A			A	B	B	A					
2.3			A											
2.4			A											
3.0 Interpersonal Skills & Responsibility														
3.1	B						B	B	B	A				
3.2	B		A	A	A	A	B	B	B	A	A			
4.0 Communication, Information Technology, Numerical														
4.1	C					B								
4.2			B	B	B		B	B	B		B			
5.0 Psychomotor														
5.1														
5.2														

5. Admission Requirements for the program

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

Bulletin description for the regulation of the study, tests for undergraduate and executive rules is in the attached files.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

Bulletin description for the regulation of the study, tests for undergraduate and executive rules is in the attached files.

E. Regulations for Student Assessment and Verification of Standards

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

Bulletin description for the regulation of the study, tests for undergraduate and executive rules is in the attached files.

F Student Administration and Support

1. Student Academic Counselling

Describe 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).

Students are supported by :

1. An induction week at the beginning of the academic session.
2. Excellent library, computer center and IT facilities.
3. On-line information and learning materials
4. Student handbooks.
5. A Program Tutor to help students understand the course structure.
6. An academic advisor to help with registration, liaison with local authorities and examination arrangements and results.
7. Each academic advisor determine 6-8 office hours for his students.
8. Each academic advisor have not more than 10 students.
9. An Accommodation Office.
10. A Disabled Student advisor.
11. Student representatives on program committees.
12. The Students' Union.

2. Student Appeals

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

Bulletin description for the regulation of the study, tests for undergraduate and executive rules is in the attached files.

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?

Textbooks, references and other resource material including electronic and web based resources for each course is recommended by the course coordinator and revised by department council.

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

Library textbooks, references and other resource material including electronic and web based resources as well as laboratory instruments for each course is recommended by the course

coordinator and revised by department council.
2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions? Staff feedback and questionnaires
3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions? Students' questionnaires and feedback
4. What processes are followed for textbook acquisition and approval? 1. Staff feedback and questionnaires 2. Students' questionnaires and feedback 3. Department council 4. Sending the need from textbook to the program coordinator and the dean

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.

Employment of the teaching staff is in accordance to:

1. Interview.
2. C.V. investigation.
3. The experiences needed.

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 faculty annually evaluates progress on existing objectives and revises its objectives in support of its mission and goals.

The evaluation is derived from the following sources:

1. Faculty and Department Annual Reports.
2. Data from the Office of Administration.
3. Survey and targeted evaluation data, including the student exit survey, survey of recent graduates and individual course evaluation.
4. Benchmarking with other peer institutions and to itself on available academic standards.
5. An assessment of strengths, weaknesses, opportunities and threats.

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

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?

Continuous skills improvement through workshops planned by the university through development deanship.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

Conferences, workshops, self-motivated development.

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.

Meetings with program committee and department council.

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 of total teaching staff etc.)

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

1. Student's questionnaires.
2. Course reports.
3. Feedback from employers about the performance of graduates.
4. Review the evaluation of the graduating students for courses and academic program.
5. Evaluation of the teaching resources.

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

1. Seminars and workshops for the staff.
2. Student questionnaire.
3. Graduates and employers questionnaire to get their view about the program in general.


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:
(i) from current students and graduates of the program? <ol style="list-style-type: none"> 1. Senior student's questionnaire about the courses & the program in general. 2. Course reports. 3. Graduate's program reports.
(ii) from independent advisors and/or evaluator(s)?. <ol style="list-style-type: none"> 1. Staff meeting with brain storming to discuss the program report. 2. Program revision from well-recognized institutes. 3. Evaluation from higher committee e.g. "NCAAA".
(iii) from employers, Advisory Committee, and/or other stakeholders. <p style="text-align: center;">Employer's questionnaire about the performance of the graduate.</p>

Attachments:

1. Copies of regulations and other documents referred to in 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	Dr. Saad Ben Ahmed Al-Qahtani	Dean		1.06.1437
Branch 1				
Branch 2				
Branch 3				
Branch 4				

Internal Revision Committee

	Name	Signature
1	Dr. Mohamed S. Al Qahtani	
2	Prof. Ashraf M. Mohamed	
3	Prof. Mohamed Abdel Motalieb	Mohamed .Dbd E L .Mottaleb
4	Dr. Basel Abdel Naem	
5	Dr. Ali Al Shabby	