



المركز الوطني للتقويم والاعتماد الأكاديمي
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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).



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Business Administration Program Specifications

Institution:	Najran University	Date: 1/1/1438
College/Department: Faculty of Administrative Sciences, Department of Business Administration		
Dean/Department Head: Saud Abdullah Mashait		
<p>Insert program and college administrative flowchart:</p> <div style="text-align: center;"> <pre> graph TD Board[Board of Department] --> Head[Head of Department] Board --> Advisory[Advisory Board] Head --> Deputy[Deputy of Department] Head --> Trustee[Trustee of Department] Deputy --> FCoQ[Female Coordinator of Quality] Deputy --> FAdviser[Female Academic Adviser] Deputy --> FCoA[Female Coordinator of Activities] Deputy --> FCoS[Female Coordinator of Schedule] Deputy --> Sec1[Secretary] Trustee --> CoQ[Coordinator of Quality] Trustee --> Adviser[Academic Adviser] Trustee --> CoA[Coordinator of Activities] Trustee --> CoS[Coordinator of Schedule] Trustee --> Sec2[Secretary] </pre> </div>		
List all branches offering this program: Main Campus		
Location 1. _ College of Engineering – Najran Campus (Boys)		
Location 2: College of Languages and Translation - Najran Campus (Girls)		



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

A. Program Identification and General Information

1. Program title and code: Business Administration Program (BA)	
2. Total credit hours needed for completion of the program: 140 Hour	
3. Award granted on completion of the program: Business Administration Bachelor	
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program) None	
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)	
<ol style="list-style-type: none"> 1. Administrative positions in private and public commodity institutions. 2. Administrative positions in service institutions such as universities - hospitals - banks - insurance - aviation - hotels and others. 3. Procurement and warehouse management. 4. Securities and stock exchange companies. 5. Human resources management in private and public sectors. 6. Business Administration (businessmen and businesswomen), office management, branch management, sales department, public relations department, secretarial, communication functions. 7. Marketing field including: sales - advertising - market research - product planning and design - the development of new goods through being taught the principles of marketing and marketing management 8. Total Quality Management 9. Formulation of management policies. 	
7. (a) New Program	<input type="checkbox"/> Planned starting date <input type="text"/>
(b) Continuing Program	<input checked="" type="checkbox"/> Year of most recent major program review <input type="text"/>



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

List recent major review or accreditation contracts. 1. _____ 2. _____ 3. _____		
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. Department Coordinator: Dr. Mohammed Hassan Mohamed Sharif Department Coordinator (female Section): Dr. Amani Ali		
9. Date of approval by the authorized body (MOE).		
Campus Location	Approval By: Council of Higher Education	Date: 28/11/1429
Main Campus:	1- College of Engineering University City (Boys) 2- College of Languages and Translation University City (Girls)	
Branch 1:		
Branch 2:		
Branch 3:		
Branch 4:		

B. Program Context



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

1. Explain why the program was established.
a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.
The growing need of Saudi society, in general, and Najran community, in particular, to specialists in the fields of business administration with accredited academic specifications, in the light of the national directions of the Kingdom to expand support for private investments and activate their role in achieving sustainable development. Najran is economically promising region that can absorb many economic investments.

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

<u>University Mission</u>	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		
<u>College Mission</u>	Providing scientific and practical knowledge in the fields of administrative and financial areas, and improving students' intellectual skills by providing all services relating to research and academic matters and by designing study programs which are consistent with the mission of Najran University within the basis of Islamic values.		
<u>Program Mission</u>	Equipping students with the knowledge and skills of Business Administration through a distinguished program that meets the requirements of labor market according to Islamic values.		
	Relevance of the program mission to the mission of the University and the College		
Statement	University Mission	College Mission	Program Mission
Providing teaching and learning skills	√	√	√
Providing research services	√	√	√
Meet the needs of society and the labor market	√	√	√

Relevance of the program mission to the mission of the University and the College:

- **Business Administration Program Mission:** Equipping students with the knowledge and skills of Business Administration through a distinguished program that meets the requirements of labor market according to Islamic values.
- **College Mission:** Providing scientific and practical knowledge in the fields of administrative and financial areas, and improving students' intellectual skills by providing all services relating to research and academic matters and by designing study programs which are consistent with the mission of Najran University within the basis of Islamic values.
- **University Mission:** 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.

There is consistency between the vision and mission of the program and the vision and mission of the University in achieving scientific and academic excellence, meeting the needs of the labor market and supporting the requirements of sustainable development within the framework of the general directions of the Kingdom. Through its mission, Business Administration Program contributes to achieving the University mission in terms of teaching and learning and meeting the needs of the labor market in accordance with Islamic values. The program is a subsystem coordinated and integrated with other programs of the college and other colleges to achieve NU objectives, so that NU is integrated with other universities of the Kingdom to achieve the objectives of the Ministry of Higher Education.



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, what has been done to make sure those courses meet the needs of students in the other programs?	
<ul style="list-style-type: none"> • Coordination with other programs' coordinators which provide courses for the program to specify the objectives of teaching the courses of those programs in Business Administration Program and work to meet them. • Coordination in the process of courses specifications taught for the program, and periodic review the courses to ensure their appropriateness to the needs of the students of Business Administration Program. • Periodic surveys with stakeholders (students and Business Administration Program). • External audit by relevant experts and / or consultants. • Evaluating outputs based on meeting the needs and specialties of Business Administration Program. 	
(Results of student surveys in other programs regarding the content of the courses offered to them by the Business Administration program)	
b. Does the program require students to take courses taught by other departments?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?	
<ul style="list-style-type: none"> - Coordinating with other programs' coordinators benefiting from the services of the program to specify the objectives of teaching business administration courses of these programs and work to meet them. - Ensuring that the educational outcomes of these courses contribute to the achievement of the educational outputs of the program through the reports of the course teachers. - Forming joint committees to review the requirements of the course to evaluate these courses and to identify the extent of their relevance to the program and to meet the needs of Accounting Program students. - Student survey about the use of these courses in Business Administration 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).	
<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>	
4. What modifications or services are you providing for special needs applicants?	
None	



C. Mission, Goals and Objectives

1. Program Mission Statement (insert).		
Equipping students with the knowledge and skills of Business Administration through a distinguished program that meets the requirements of labor market according to Islamic values		
2. List Program Goals (eg. long term, broad based initiatives for the program, if any)		
<ul style="list-style-type: none"> - Distinguished graduate capable of practicing administrative work. - Improving the quality of scientific research. - Deepening the relationship between the college and society. 		
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. Developing cognitive skills of the students to improve their level and upgrade their efficiency of the educational output.	1. Student success rate of 60% in all courses. 2. Result of students' evaluation of the courses is 75% satisfaction rate. 3. Employing 50% of graduates during a year after graduation.	1. Using the latest teaching methods and distinct scientific competencies. 2. Periodic evaluation of programs as well as learning outcomes by specialized experts. 3. Continuous development of the skills of faculty members.
2. Keeping up to date with developments and updates in Business Administration Program through continuous update and regular review.	Holding workshops to review courses and update scientific references and periodic review during the previous five years.	Periodic assessment of the program by faculty members, students, and specialized experts.
3. Setting plans of studies and research to serve the community and upgrade the research abilities of the faculty.	Percentage of faculty members holding courses related to the development of scientific research skills and the number of researches published in the last five years.	Urging all professors to participate in university-supported research and to link their promotion to the number of published papers that address social problems
4. Contributing to meeting the needs of the Saudi labor market of qualified cadres.	Number of graduates employed (after 6 months of graduation) to the total number of graduates in the last two years.	Establishing partnerships with various economic parties in order to meet the needs of the labor market of administrative cadres.
5. Contributing to community development by	Number of scientific, practical and administrative consultations provided to the community in	Establishing partnerships with various components of the community to meet the needs of



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

upgrading financial and administrative performance of private institutions by offering scientific and practical consultations.	the last two years.	society of workshops, courses and consultations.
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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	University, College or Department Requisite
Prep Year	140 اربض	Introduction to Mathematics	Required	-	2	Department Requisite
Level 1 + 2	140 تقن	computer skills	Required	-	3	Department Requisite
	150 نهج	Learning, thinking and research skills	Required	-	1	Department Requisite
	150 دار	Ethics of the profession -1	Required	-	1	Department Requisite



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	150 علم	Communication skills-1	Required	-	2	Department Requisite
	142 نجم	Calculus -2	Required	-	4	Department Requisite
Level 3	016 نجل	English Business Administration	Required	-	3	College Requisite
	101 حسب	Accounting Principles	Required	-	3	College Requisite
	201 قصد	Microeconomics Principles	Required	-	3	College Requisite
	102 دار	Fundamentals of Management	Required	-	3	Department Requisite
	2111 سلم -	Introduction to Islamic Culture	Required	-	2	University Requisite
	201 عرب	language skills	Required	-	2	University Requisite
	102 احص	Principles of Statistics and Probability	Required	-	3	College Requisite
Level 4	202 قصد	Principles of Macroeconomics	Required	201 قصد-3	3	College Requisite
	101 قان	Introduction to law study	Required	-	3	College Requisite
	101 حال	Computer-2	Required	-	3	College Requisite
	112 سلم	Islamic Culture	Required	-	3	University Requisite
	202 دار	Principles of Business Administration	Required	102 دار-3	3	Department Requisite
	202 عرب	Arab Liberation	Required	-	2	University Requisite
Level 5	204 دار	Principles of Marketing	Required	-	3	Department Requisite
	214 درع	Business Administration Office and Secretariat	Required	-	3	Department Requisite
	232 حسب	Cost Accounting	Required	101 حسب	3	Department Requisite
	113 سلم -	Islamic Culture	Required	-	2	Department Requisite
	201 دار	organizational behavior	Required	202 دار	3	Department Requisite
	203 دار	financial management	Required	202 دار	3	Department Requisite
	209 دار	Marketing Management	Required	204 دار	3	Department Requisite
	003 رياض	Principles of Management Mathematics	Required	-	3	College Requisite



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Level 6	114 سلم 4-	Islamic Culture-4	Required	-	2	University Requisite
	202 كمى	Financial Mathematics	Required	3-دار 203	3	Department Requisite
	206 دار 3	Public Relations Management	Required	3-دار 214	3	Department Requisite
	207 دار	Operations Management	Required	3-دار 202	3	Department Requisite
	404 دار	Consumer behavior	Required	3-دار 209	3	Department Requisite
	265 نظم	Commercial Law	Required	101 قان-3	3	College Requisite
Level 7	300 دار	Strategic Planning	Required	3-دار 202	3	Department Requisite
	303 دار	Human Resource Management	Required	3-دار 202	3	Department Requisite
	304 دار	Risk management and insurance	Required	-	2	Department Requisite
	305 دار	International Business Administration	Required	3-دار 202	3	Department Requisite
	306 دار	Theory of organization	Required	3-دار 202	3	Department Requisite
	332 حساب	Accounting Administration	Required	101 حسب-3	3	Department Requisite
	381 كمى	Operations Research	Required	3-دار 207	3	Department Requisite
Level 8	308 دار	Small Enterprises Management	Required	-	3	Department Requisite
	302 دار	Management information systems	Required	3-دار 202	3	Department Requisite
	309 دار	Total Quality Management	Required	3-دار 300	3	Department Requisite
	323 مال	Investment Basics	Required	2-دار 203	2	Department Requisite
	403 دار	International Trade Department	Required	-	3	Department Requisite
	405 دار	Resource Management	Required	-	3	Department Requisite
	406 دار	Feasibility studies and project evaluation	Required	-	3	Department Requisite
Level 9	407 دار	Collaborative training	Required	-	3	Department Requisite
	301 دار	Management Research Methods	Required	-	3	Department Requisite



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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		
a. Brief description of field experience activity		
<p>Collaborative training is offered at the ninth level. By the end of the training period, the student prepares a report that will be discussed and distributed to 100 degrees on five axes (periodic progress reports, training supervisor evaluation, final report, presentation and discussion). The degree of passing the course is 60. Students are trained in some private and public institutions. They are divided into training groups in a number of financial, economic and commercial institutions in the local community to be trained on field experience from these institutions under the double supervision of the department professors and experts from these institutions according to the following practical steps:</p> <ul style="list-style-type: none"> - Student recognizes work environment and the differences between the academic and practical aspects. - Student applies the knowledge acquired from business administration program and other programs. - Student prepares the required administrative reports. - Student trains on the procedures of sales contracts inside and outside the company according to approved models - student trains on methods used in products pricing and distribution outlets, and methods of selling products, and how to carry out the promotion of products based on (advertising - personal sale - exhibitions - conferences - seminars - competitions ...) 		
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)		
Field experience is offered in the fourth year at the ninth level		
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)		
List of topics	Number of weeks	Training hours
Trainee undertakes field activities in his/her field of specialization, practical application of a number of the main tasks studied in the program, individual and teamwork activities to develop teamwork skills and assume responsibility for the work assigned to him/ her.	4	12
Trainee writes the first report and explains workflow in the institution and compare between theoretical study and application in the light of his/her management training	5	15
Trainee writes the final report including a brief history of the training organization - the organizational structure of the training department -	5	15



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

departments of the training institution - tasks and functions performed by the trainee - clarify the skills and information obtained by the student from Cooperative Training. Student compare between theoretical study and cooperative training - General organization of the final report - Results and recommendations.		
Field supervisor writes a report on the assessment of the trainee student, which deals with the following: Persistence of working hours - acquired knowledge and skills - Ability to apply - Desire to learn and gain experience - Extent of commitment to the systems of the institution - Cooperation with colleagues -level of productivity – caring for workplace and tools.	1	3
d. Number of credit hours (if any): 3 credit hours		

4. Project or Research Requirements (if any)
none

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.)
none
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? (eg. 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



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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.

Matrix of learning outcomes, teaching strategies and assessment methods

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Define: business administration concepts, principles, rules and basic plans.	Lecture - Supporting readings - Group discussions - Writing reports - Preparing research papers - Conducting individual and collective homework - Development of self-learning - Presentation	Written tests (quarterly and final) - Evaluation of homework assignments and individual and collective research papers – presentation evaluation
1.2	Remember: accounting, administrative, economic, financial, statistical and legal principles and rules governing the work in private and public institutions.		
1.3	Identify: administrative functions, functions of office departments, secretaries, methods of scientific research, computer, Arabic and English grammar, and Islamic culture.		
2.0	Cognitive Skills		
2.1	Analyzes administrative, financial, behavioral and legal problems facing private and public institutions using appropriate scientific methods.	Exercises and practical trainings - Group discussions - Problem solving method - Individual and group tasks - Case study method	Evaluation of individual and group costs - Practical and editorial tests (quarterly and final)
2.2	Explains: Principles and functions of administrative, financial and public relations in the field of business administration.		
2.3	Distinguish between policies, strategies, plans, and administrative, economic, financial and marketing procedures.		
2.4	Apply: Mathematical, statistical, accounting,		



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	economic and administrative operations in the field of business administration		
3.0	Interpersonal Skills & Responsibility		
3.1	Working effectively in business administration team.	Distribution of students to small groups for collective assignment Organizing workshops to discuss a particular issue within each course Specifying, at least, one subject within each course that the student learns by himself, and then discussing it during the lecture Follow the role-playing method to increase student interaction with some subjects	Individual assessment of student ability to independently learn Evaluating collective tasks of each course and the individual assessment of the contribution of each student individually
3.2	Adhering to regulations and takes responsibility in carrying out the tasks entrusted to them in personal and public relations.		
4.0	Communication, Information Technology, Numerical		
4.1	Effective written and oral communication in the field of business administration.	Lectures Applications and practical lessons Delivering presentations and research projects to students Individual and collective tasks Preparing reports and research papers	Written and practical tests (quarterly and final) Evaluating oral and written communication skills within presentation and research assignments Evaluating the use of IT systems as an element of evaluation in all student tasks
4.2	Using network and modern technology in business administration.		
5.0	Psychomotor None		
5.1			None
5.2			
5.3			



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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 NQF Learning Domains and Learning Outcomes	140 رياض	140 فن	150 تج	150 دار	150 علم	142 نم	116 نجل	101 حسب	201 قصد	102 دار	111 سلم	201 عرب	102
1.0	Knowledge													
1.1	Define: business administration concepts, principles, rules and basic plans.										P			
1.2	Remember: accounting, administrative, economic, financial, statistical and legal principles and rules governing the work in private and public institutions.								I					I
1.3	Identify: administrative functions, functions of office departments, secretaries, methods of scientific research, computer, Arabic and English grammar, and Islamic culture.							I				I	I	
2.0	Cognitive Skills													
2.1	Analyzes administrative, financial, behavioral and legal problems facing private and public institutions using appropriate scientific methods.													
2.2	Explains: Principles and functions of administrative, financial and public relations in the field of business administration.													
2.3	Distinguish between policies, strategies, plans, and administrative, economic, financial and marketing procedures.													
2.4	Apply: Mathematical, statistical, accounting, economic and administrative operations in the	I								I				I



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	field of business administration													
3.0	Interpersonal Skills & Responsibility													
3.1	Working effectively in business administration team.													
3.2	Adhering to regulations and takes responsibility in carrying out the tasks entrusted to them in personal and public relations.													
4.0	Communication, Information Technology, Numerical													
4.1	Effective written and oral communication in the field of business administration.												I	
4.2	Using network and modern technology in business administration.													
5.0	Psychomotor													
5.1														
5.2														

	Course Offerings NQF Learning Domains and Learning Outcomes	101 فان	102 حال	112 سلم	202 دار	202 عرب	202 قصد	204 دار	113 سلم	201 دار	203 دار	209 دار	214 درع	232 حسبي
1.0	Knowledge													
1.1	Define: business administration concepts, principles, rules and basic plans.				P			P		P				
1.2	Remember: accounting, administrative, economic, financial, statistical and legal principles and rules governing the work in private and public institutions.	I					I					P		I
1.3	Identify: administrative functions, functions of office departments, secretaries, methods of scientific research, computer, Arabic and English grammar, and Islamic culture.			I	P	I		P	I				P	



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

2.0	Cognitive Skills									P				
2.1	Analyzes administrative, financial, behavioral and legal problems facing private and public institutions using appropriate scientific methods.										P	P		
2.2	Explains: Principles and functions of administrative, financial and public relations in the field of business administration.				P						P			
2.3	Distinguish between policies, strategies, plans, and administrative, economic, financial and marketing procedures.		I					P						
2.4	Apply: Mathematical, statistical, accounting, economic and administrative operations in the field of business administration						I				P			I
3.0	Interpersonal Skills & Responsibility													
3.1	Working effectively in business administration team.									P				
3.2	Adhering to regulations and takes responsibility in carrying out the tasks entrusted to them in personal and public relations.									P				
4.0	Communication, Information Technology, Numerical													
4.1	Effective written and oral communication in the field of business administration.				P									
4.2	Using network and modern technology in business administration.		I										P	
5.0	Psychomotor													
5.1														
5.2														



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	Course Offerings NQF Learning Domains and Learning Outcomes	003	114 سلم	202 كمي	206 دار	207 دار	210 دار	265 نظم	300 دار	303 دار	304 دار	305 دار	306 دار	332 حسب
1.0	Knowledge													
1.1	Define: business administration concepts, principles, rules and basic plans.				P	A			A	A				
1.2	Remember: accounting, administrative, economic, financial, statistical and legal principles and rules governing the work in private and public institutions.	I		I				I						I
1.3	Identify: administrative functions, functions of office departments, secretaries, methods of scientific research, computer, Arabic and English grammar, and Islamic culture.		I		P		P				P	A		
2.0	Cognitive Skills													
2.1	Analyzes administrative, financial, behavioral and legal problems facing private and public institutions using appropriate scientific methods.					A	P						P	
2.2	Explains: Principles and functions of administrative, financial and public relations in the field of business administration.			I	P				A	A	P			
2.3	Distinguish between policies, strategies, plans, and administrative, economic, financial and marketing procedures.											A		
2.4	Apply: Mathematical, statistical, accounting, economic and administrative operations in the field of business administration	I		I		A								I
3.0	Interpersonal Skills & Responsibility													
3.1	Working effectively in business				P				A			A		



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	administration team.													
3.2	Adhering to regulations and takes responsibility in carrying out the tasks entrusted to them in personal and public relations.							I			P		P	
4.0	Communication, Information Technology, Numerical													
4.1	Effective written and oral communication in the field of business administration.		I		P				A	A				
4.2	Using network and modern technology in business administration.				P	A	P					A		
5.0	Psychomotor													
5.1														
5.2														

	Course Offerings NQF Learning Domains and Learning Outcomes	332 حسبي	306 دار	305 دار	304 دار	410 دار	301 دار	406 دار	405 دار	403 دار	323 مال	309 دار	302 دار	211 دار
1.0	Knowledge													
1.1	Define: business administration concepts, principles, rules and basic plans.							P	P				A	
1.2	Remember: accounting, administrative, economic, financial, statistical and legal principles and rules governing the work in private and public institutions.										P			
1.3	Identify: administrative functions, functions of office departments, secretaries, methods of scientific research, computer, Arabic and English grammar, and Islamic culture.						A			P		A		P
2.0	Cognitive Skills													
2.1	Analyzes administrative, financial, behavioral and legal problems												A	



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

	facing private and public institutions using appropriate scientific methods.													
2.2	Explains: Principles and functions of administrative, financial and public relations in the field of business administration.	P					P	P						
2.3	Distinguish between policies, strategies, plans, and administrative, economic, financial and marketing procedures.			A	P	P			A					
2.4	Apply: Mathematical, statistical, accounting, economic and administrative operations in the field of business administration													
3.0	Interpersonal Skills & Responsibility													
3.1	Working effectively in business administration team.	P	A	A		P			A	P				
3.2	Adhering to regulations and takes responsibility in carrying out the tasks entrusted to them in personal and public relations.							P		P				
4.0	Communication, Information Technology, Numerical													
4.1	Effective written and oral communication in the field of business administration.	P		A	P					P				
4.2	Using network and modern technology in business administration.		A				P	P	A	P				
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.

- Passing a preparatory year of two semesters in the courses of mathematics, English language skills, computer skills and communication skills (Appendix, 5).



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

- General Admission Requirements at Najran University, Appendix (6)

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.
 - At least 75% of the total number of the course credit hours, Appendix (6).
 - Transition from a year to the next. Minimum student success is 60% in each course, and student should not fail in three courses of one level, Appendix (6).
 - Requirements of program or graduation completion: Completion of the study of the eight levels of the total number of credit hours 140 hours, Appendix (3)

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.)

- Examining a sample of students' results
- Examining a random sample of students' exam papers and answer sheets.
- Using independent opinion.
- Measuring program learning outcomes and peer program learning outcomes benchmarking.
- Measuring KPIs of the educational process outcomes and peer programs benchmarking.

F Student Administration and Support

1. Student Academic Counseling

Describe arrangements for academic counseling 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).

- The College has an academic guidance unit that provides advice to students, including general guidance such as transfer between departments, apology for study, etc.
- At the department level, guidance and advice are provided in the selection of subjects and professional planning, and individual consultations between students and professors of courses through office hours determined by all faculty members at the beginning of each semester.
- Meeting students quarterly by the Department and interacting with the problems they pose
- Distributing students to academic advisors with a maximum of ten students per advisor to track student study case and try to solve any study problem.
- Publicizing office hours, part of which is dedicated to academic guidance and the other part to help students



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

2. Student Appeals

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

The program develops specific mechanisms to organize student appeals through a specific regulation that organizes student appeals and complaints as well as the disciplinary procedures for behavioral violations of male and female students, Appendix 8 and Appendix 9.

- Student appeals list, Appendix (2)
- University regulations that clarify student rights and duties in relation to the educational process and examinations
- Follow-up on student problems through academic advisors according to the regulations.
- Examining appeals submitted by students through Appeals Fund. The Fund is opened through a committee composed of the department coordinator and the academic advisor in both male and female sections.

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?

- Identifying the course books, references and their sources in the Course specification.
- Coordinating with the university library to provide sufficient copies of the textbooks and references required for the different courses of the program.
- Providing electronic links to sources of information available on the Internet on the faculty member's website.

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

- Faculty members requested to periodically update the list of books and references in each course specification.
- Establishing bases and criteria for approving books (references and sources).

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

Reviewing course reports by the study plans committee at the department.

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



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Student Feedback by analyzing the results of student questionnaires evaluation of the course and the teaching process by the end of each semester.

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

- Reporting a list of books required by the department for Deanship of the College
- Deanship of the College addresses Deanship of Libraries based on what has been submitted
- Deanship of Libraries completes the procedures of obtaining books according to their arrangements



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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.

- Scientific department shall raise the annual requirements of faculty members to Deanship of the College.
- Dean shall raise the College requirements to University administration.
- University Administration publicizes vacancies.
- Review of applicants curriculum vitae as submitted by Deanship.
- Department shall make the selection between applicants and report Deanship of the College.
- Conducting interviews with the faculty members who are the finalists.

Appointing and qualifying distinguished graduates as demonstrators:

- Preparing objective and preparatory tests for applicants as demonstrators and lecturers and interviewing them after tests.
- Interview with those who have chosen to ascertain their mental and physical abilities and their various skills.

Where the program administration reviews the following:

- Academic Degree (Masters - PhD) obtained by the applicant.
- Scientific research published for the applicant.
- Proficiency in foreign language.

The department shall apply the same conditions Saudis applying for the job, in addition to the conditions stipulated in the regulations for appointing Saudis to academic posts.

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.

Faculty member is consulted and involved in program quality control, annual review, and planning to improve its quality through:

- Forming standing academic committees in the department, such as Curriculum Planning and Development Committee, Examination Committee and Quality Standards Committees.
- Activating the recommendations of these committees through discussion in Department Council and College Council.
- Participation of the program staff in monitoring KPIs of program quality and improvement plans implementation in the scope of its standards.
- Participation of faculty members in discussions, decision-making and implementation in various program quality assurance activities.

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



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Procedures have been taken for the establishment of an Advisory Committee at the College, in which the program faculty members will participate.

3. Professional Development

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

a. Improvement of skills in teaching and student assessment?

- Encouraging faculty members to attend training courses and various activities.
- Participation in seminars and scientific conferences related to specialization.
- Holding seminars and encouraging members to participate.
- Paying visits to exchange experiences with other local or regional universities in the field of teaching skills
- Attending training courses and workshops held by Deanship of Development and Quality.
- Encouraging faculty members to use modern teaching methods.
- Periodic review of the course content and methods of teaching and evaluation.
- Quarterly meetings with students to discuss the problems and difficulties they face in terms of teaching processes.

b. Other professional development including knowledge of research?

- Attend seminars, conferences or workshops on developing the skills of scientific research and increasing its effectiveness inside and outside the college (locally or regionally)
- Encouraging faculty members to attend training courses and workshops organized by Vicerectorship for Development and Quality related to the development of scientific research skills
- Paying visits to exchange experiences with other local or regional universities in the field of scientific research skills.
- Conducting joint research aimed at improving the educational process and developing the program.

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.

- The program offers a training course for new faculty members at the beginning of each semester, as a preparatory program (including distribution of Department Handbook, meeting with faculty members, administrative staff, etc.)
- Defining and explaining the department mission and objectives, indicating the program's philosophy and courses, and the economic and social needs for the program and its contributions to it



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

- Introducing the achievements of the department and its faculty members and its academic and community contributions
- Defining equipment and facilities available in the department
- Defining the available development opportunities and the possibility of contributing to them.
- Defining the program, the curriculum, the courses specification and the program handbook.
- Introducing the internal bylaws of the university and college.
- Clarifying the mechanisms of evaluating the performance of faculty members and student

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. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

- Nominating visiting professors by the Department Council.
- Approval by the College Council.
- Reporting the university administration for approval.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

- a. What QA procedures for developing and assessing learning outcomes?
1. Student survey for evaluating courses, teaching strategies, curriculum and academic program administration.
 2. Survey of the program graduates.
 3. Employer surveys to assess the performance of new graduates.
 4. Internal Audit (Self-Evaluation), and External (Independent Reviewer).
 5. Enrolling faculty members in training courses and workshops to improve their teaching skills.
 6. Discussing the suggestions made by the program faculty members and implement the appropriate ones.
 7. Survey students' views on teaching strategies and assessment strategies through their assessment of the course.

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

- The result of student assessment of the teaching performance, teaching strategies and learning resources used in the courses



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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. Results of student survey on the evaluation program and their satisfaction with the implementation of the program activities (sources of learning, academic guidance and student support, utilized teaching and evaluation strategies). 2. Results of the graduate survey on the quality of the program 3. Holding meetings with random groups of graduates to identify the program quality, its strengths and weaknesses. 4. Student experience assessment surveys (applied to students in grades 5 - 8) 5. Program evaluation surveys (applied to students of the eighth level and graduates)
(ii) from independent advisors and/or evaluator(s)?.
<ul style="list-style-type: none"> - Field visits to exchange experience and opinion polls - Periodic review of the program through external reviewers - Analysis and advice from visiting professors on courses and programs
(iii) from employers and other stakeholders.
<ul style="list-style-type: none"> - Employer surveys to identify their views on the level of the program graduates performance - Holding Meetings between the program employees and groups of students expected to graduate with employers - Forming advisory committees interested in business administration for the ongoing review of the program.

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.



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Dr. Saud Abdullah Mashait	Dean of the College		1/1/1438
Program Coordinator	Dr. Mohammed Hassan Sharif Mohammed	Department Coordinator		
Branch 1	Faculty of Engineering, University City			