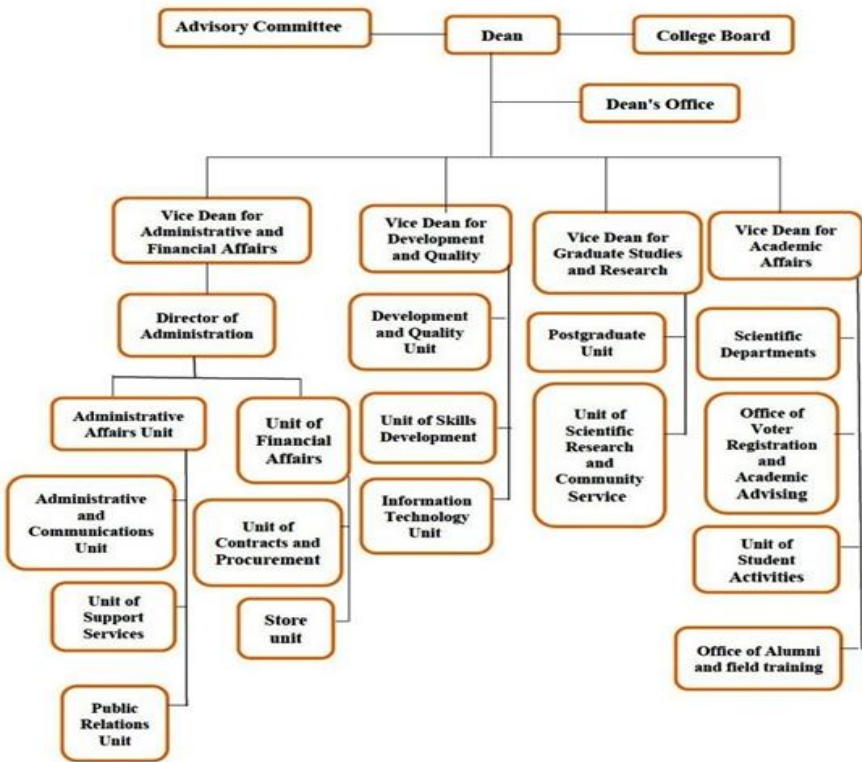


T4. Program Specifications

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 <div style="text-align: center;"> <p>Administrative Flowcharts</p>  </div>	
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: Pharmaceutical Sciences (PHSC)
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) Career opportunities for pharmacists The career development path of the pharmacists is quite steady. The program aims at graduating qualified pharmacist to work in the following sectors: <ol style="list-style-type: none"> Pharmacist: in Community and Hospital Pharmacies Medical representative: in pharmaceutical companies R&D pharmacist: in pharmaceutical companies. Drug marketer: in pharmaceutical companies Researcher pharmacist: in therapeutic drug monitoring labs (TDM), and quality control centers Information advisor: in drug and poison information centers (DPICs)
7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/>
(b) Continuing Program <input checked="" type="checkbox"/> Year of most recent major program review <input type="text" value="1434 هـ"/>
Organization involved in recent major review (eg. internal within the institution), Accreditation review by

- 1- Internally within the institution by an internal revision committee of the college
- 2- Externally by Deanship of the quality and development in Najran University.

8. **Name of program 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. The pharmaceutical sciences program was developed for providing Najran area with efficient pharmacists able to offer high medical services for the Najran community together with other medical teams and to fulfill the requirements of development of Najran area according to the vision 2030 of the kingdom. 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 prospect 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

Contribution items	University mission	Program mission
Statement	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	Preparation of pharmacy graduates with high efficiency of profession and moral character, able to compete in the labor market local and regional, and have the ability to develop pharmaceutical and drug design, quality assurance and improve health care for patients.
Education process	Offering teaching and learning that address the needs of society	Preparation of pharmacy graduates with high efficiency of profession and moral character
Scientific Research	Development through conducting applied research and optimal use of modern technologies	Ability to develop pharmaceutical and drug design, quality assurance
Community Service	Address the needs of society	Improve health care for patients

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?

The pharmacology department study the requirements of the other programs and the needs of their students from the department in meeting between the department and the other programs' committee and accordingly design the courses' contents and their strategies of teaching as well as their methods of assessments in agreement with the Curriculum development committee of these 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

1. Studying the course specification of these courses and their relation to the program ILOs
2. Studying the course reports of these courses and the their improvement plans
3. Studying the students' course evaluation of these courses
4. Studying the course results of these courses.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

☐ Yes ☒ No

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

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

Preparation of pharmacy graduates with high efficiency of profession and moral character, able to compete in the labor market local and regional, and 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) Preparation of pharmaceutical scientists with high efficiency for careers in the pharmaceutical and biotechnology industries, and for addressing the healthcare challenges of the future.		
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. Produce highly qualified pharmacists with updated knowledge and skills preparing them for professional practice	1. Field training program before graduation 2. Continuous improvement plans for the courses, teaching strategies, assessment methods as well as field training	1. Satisfaction of employers for professional and personal skills for the graduates (not less than 80%) 2. Students' satisfaction for learning experience (not less than 80%) 3. Employment percentage of the graduates in less than 6 months (not less than 50%)
3. Applying standards of quality in teaching and learning as well as facilities and equipment.	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. (not less than 80%) 2. Students' satisfaction for learning experience (not less than 80%) 3. Students' satisfaction for courses (not less than 80%) 4. Students' satisfaction for staff members (not less than 80%) 5. Students' satisfaction for learning process(not less than 80%) 6. Students' satisfaction for program facilities (not less than 80%) 7. Students satisfaction of for the laboratories and teaching halls. (not less than 80%)
3.Improving the efficiency and adequacy of the faculty staff members	1. Sending of study mission for the faculty administrators 2. Employing highly qualified faculty staff members 3. Encouragement of attendance of conferences and	1. Staff's satisfaction for program management (not less than 80%)

	scientific workshops in the field of speciality	
4. Improving student support system	1. Enhancing the efficiency of the student advising program 2. Applying and evaluating office hour system	1. Students' satisfaction (%) for program learning resources 2. Students' satisfaction (%) for the 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						
	PHCH 211	Pharmaceutical Organic Chemistry-1	Required	---	3	Pharmacy

Level 3	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	
3 rd 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
4 th 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
Level 8	PHCH 417	Medicinal Chemistry-2	Required	PHCH 416	3	Pharmacy
	PHCL 445	Toxicology	Required	PHCL 443	3	Pharmacy
	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:

Pharmaceutical training (Equal 960 contact hours over 120 working days (8 contact hours / day)

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 program study plan.

c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)

960 contact hours over 120 working days (8 contact hours / day)

d. Number of credit hours (if any)

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

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.		assignments
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, pharmacoeconomics, practice management, ethical foundations of practice.		4- Observation cards in lectures and labs
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	1- Problem-based learning questions (PBLQ).
2.2	Plan strategies for solving problem for making decisions during daily practice.	2- Problem solving exercises.	2- Oral presentation
2.3	Explain the results and findings	3- Laboratory dispensing and exercises.	3- Practical exam
2.4	Interpret the scientific data and information	4- Data interpretation exercises and successful completion of experiments.	4- Observation cards in lectures and labs
		5- Mandatory pharmaceutical training	5- Laboratory reports
			6- Pass the mandatory pharmaceutical training
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 outcomes associated with their decisions.	1- Group project with a randomly selected team leader.	1- PBL and case study report.
3.2	Use ethical frameworks and ethical	2- Case study.	2- Practical exam
		3- Role-play	3- Individual and group reports
		4- PBL group projects.	4- Seminars

	principles in their work		presentation.
4.0	Communication, Information Technology, Numerical		
4.1	Communicate clearly by verbal and written means	1- Use of ICT for analysis and reporting. 2- The use of search engines on the internet 3- The hospital training period.	1- Oral presentation. 2- Student assignments. 3- Observation card in lectures and laboratory
4.2	Demonstrate the practical skills in operation of scientific and medical instruments as well as efficient use of media and technology		
5.0	Psychomotor		
5.1	Prepare the pharmaceutical compounds in the laboratory	Practical demonstration for the steps of the experiments in the laboratories	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 NQF Learning Domains and Learning Outcomes (See the Table in No.4)	ANAT 281	PHYS 223	PHYS 283	PHCH 208	BICH 285	MIC 386	MIC 387	MIC 388	PATH 389	PATH 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 (See the Table in No.4)	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 (See the Table in No.4)	PHCL 341	PHCL 342	PHCL 443	PHCL 444	PHCL 445	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 NQF Learning Domains and Learning Outcomes (See the Table in No.4)	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. On-line information and learning materials
2. A Program Tutor to help students understand the course structure.
3. An academic advisor to help with registration, liaison with local authorities and examination arrangements and results.
4. Each academic advisor determine 6-8 office hours per week for his students.
5. Each academic advisor have not more than 10 students.
6. Student representatives on program committees.

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 as well as complain system 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, sent to the program administration and finally the dean to activate their obtaining process.

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 based on their scientific contents that meets the program ILOs and teaching strategies by the faculty staff members 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?
<ol style="list-style-type: none"> 1. Staff feedback and questionnaires 2. Library visits to investigate the book references (numbers, publishing dates)
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>Students' questionnaires and feedback</p>
<p>4. What processes are followed for textbook acquisition and approval?</p> <ol style="list-style-type: none"> 1. Staff feedback and questionnaires 2. Students' questionnaires and feedback 3. Departments' council 4. Program administration 5. Faculty council 6. Sending to the dean to activate their obtaining process

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. Participation of faculty staff members in the department councils
2. Participation of faculty staff members in the departments' units or groups derived from the department councils
3. Participation of faculty staff members in the meetings and work of the quality and development of the faculty
4. The role of department's quality coordinator
5. Participation of faculty staff members in preparation of the annual report of the program.
6. Participation of faculty staff members in the improvement plans
7. Data from the Office of Administration.
8. Survey and targeted evaluation data, including the student exit survey, survey of recent

graduates and individual course evaluation.

9. Benchmarking with other peer institutions and to itself on available academic standards.
10. An assessment of strengths, weaknesses, opportunities and threats.

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

There is an advisory committee for the program developed for advising the program administration about the efficiency of the program as a whole and specially its ILOs and its updating to fulfill the needs of the society

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.

6. KPI assessment and their feedback
7. Program report evaluation
8. Application of an electronic system to measure the ILOs of both courses and program
9. Learning experience students' evaluation
10. Alumni survey

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?

1. Senior student's questionnaire about the courses & the program in general.
2. Students' Course evaluation.
3. Alumni survey
4. Investigation of the students' complains and suggestions and give feedback to students

(ii) from independent advisors and/or evaluator(s)?.

1. Staff meeting with brain storming to discuss the program report.
2. Program revision from internal evaluator.
3. Program revision from external evaluator.
4. Program revision from the higher committee of the Deanship of Quality and Development of Najran University according to the standards of "NCAAA".

(iii) from employers, Advisory Committee, and/or other stakeholders.


1. Studying the reports based on the results of employers survey
2. Studying the reports based on the results of alumni survey
3. Studying the reports of the advisory committee

4.

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	Dr.		1.06.1437
Branch 1				