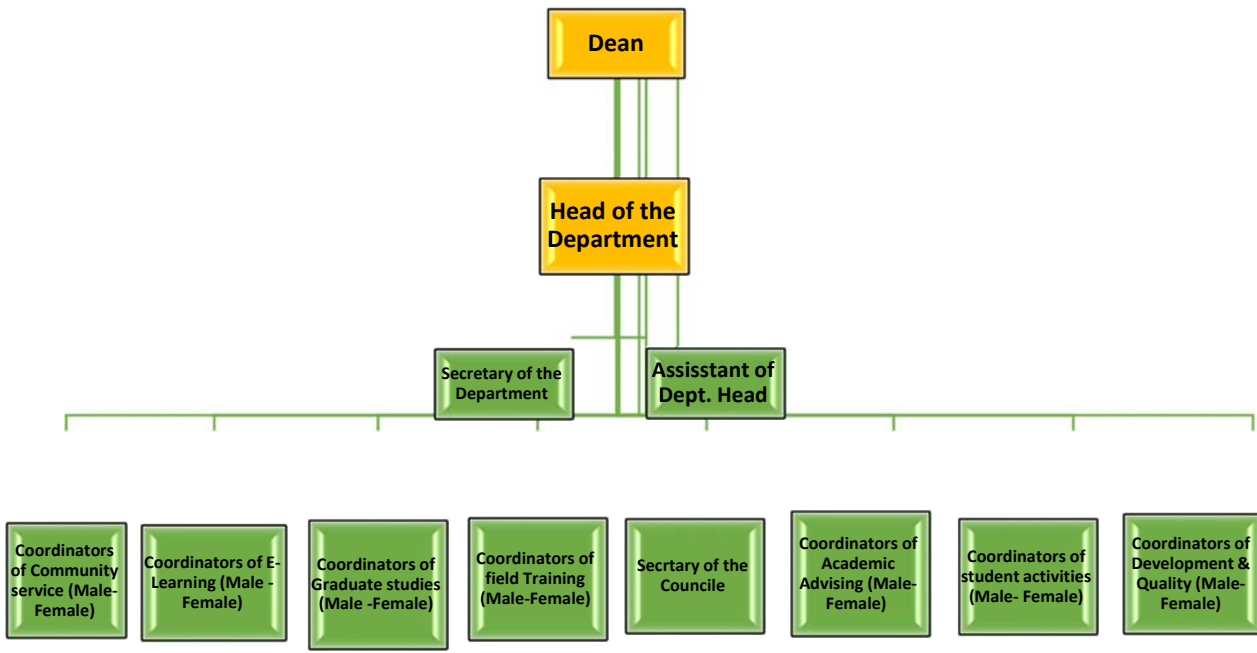


T4. Program Specification

Najran University
College of Education
Department of Special Education

Bachelor of Special Education - Learning Disabilities

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: 25/12/ 2017
2. College/Department: College of Education; Department of Special Education	
Dean/ Department Head: Dr. Regea bin Mohammed Al Qahtani	
<p>4. Insert program and college administrative flowchart :</p> <div style="text-align: center; margin: 20px 0;">  <pre> graph TD Dean[Dean] --> Head[Head of the Department] Head --> Sec[Secretary of the Department] Head --> Asst[Assistant of Dept. Head] Sec --- Coordinators[Coordinators of Community service (Male-Female), Coordinators of E-Learning (Male - Female), Coordinators of Graduate studies (Male -Female), Coordinators of field Training (Male-Female)] Asst --- Council[Secretary of the Council] Asst --- Acad[Coordinators of Academic Advising (Male- Female)] Asst --- Student[Coordinators of student activities (Male- Female)] Asst --- Quality[Coordinators of Development & Quality (Male- Female)] </pre> </div>	

5. List all branches offering this program :

Najran University Main Campus, College of Education (Location 1, Boys - Location 2, Girls).

Branch1 : -----

Branch 2: -----

A. Program Identification and General Information

1. Program title and code: Bachelor of Special Education
2. Total credit hours needed for completion of the program: 133 credit hours
3. Award granted on completion of the program: Bachelor's degree in (Special Education - Learning Disabilities Track)
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program): Learning Disabilities track
5. Intermediate Exit Points and Awards (if any) (e.g. 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 (e.g. diploma or associate degree) include professions or occupations at each exit point): 1. Public and private schools – Teacher of Learning Disabilities 2. Public and private universities – Demonstrator 3. Private Special Education Centers - Teacher of Learning Disabilities.

7. (a) New Program	<input type="checkbox"/>	Planned starting date	<input style="width: 100%;" type="text"/>
(b) Continuing Program	<input checked="" type="checkbox"/>		
Year of most recent major program review			<input style="width: 100%;" type="text" value="1437/6/1"/>
Organization involved in recent major review (e.g. internal within the institution):			
<ul style="list-style-type: none"> - Committee of Programs and Courses which was formed on 12/5/1437 - Teaching and Learning Unit, Deanship of Development and Quality, 1438, 1439. 			
Accreditation review by			
Other : _____			

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.		
Coordinator of the male section: Head of Department of Special Education / Dr. Raqi bin Mohammed Al Qahtani		
Coordinator of the female section: Dr. Hoda Shaaban		

9. Date of approval by the authorized body (MOE)		
Campus Location	Approval By	Date
Main Campus:	Decision of University Council No. (11 – 3 – 1431/1432)	5/6/1432
Branch 1:		
Branch 2:		

B. Program Context

1. Explain why the program was established:

a. Summarize economic, social or cultural reasons, technological developments, national policy developments or other reasons.

Economic Reasons:

- Keeping up with the requirements of development and the needs of the labor market in Najran for specialists in the field of special education (learning disabilities track)
- Working in the scientific and educational institutions, as well as scientific bodies, sectors, departments, and centers that are related to special education in Najran.

Social Reasons:

- Contributing to serve Najran region by providing efficient scientific cadres of specialists in the field of special education through qualification and training.
- Preparation and rehabilitation of teachers in the field of special education (learning disabilities track) in the primary, intermediate, and secondary schools and various community institutions in light of the objectives and tasks specified by the Ministry of Education.

Cultural Reasons:

- Disseminating special education culture in Najran.
- Promoting community awareness of the importance of special education and ways of dealing with them in Najran.
- Qualifying and preparing students to pursue their post-graduate studies in the fields of special education.

Technical Developments:

- Using the skills of electronic communication and information technology.
- Ability to communicate orally and in writing in the language used in education.
- Developing the ability to think and resolve problems.

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

- **Mission of Special Education Program:** Preparing a distinguished academic and professional teacher in the field of special education

- **Mission of College of Education** "Providing innovative educational, instructional, and research programs that match the society needs in light of the Islamic principles".

- **Mission of Najran University** "Offering teaching and learning that address the needs of society and the labor market, effective contribution to sustainable development through conducting applied research and optimal use of modern technologies and establishing partnerships at the local, regional, and global levels".

The relevance of special education Program's mission to that of the institution is represented in the following chart :

- Special Education Program seeks, through its mission, to achieve the mission of the college by graduating students who are scientifically and practically qualified with the knowledge, skills, and values in the fields of special education.
- Special Education Program seeks, through its mission, to achieve the mission of the college through adhering to total quality standards
- Special Education Program seeks, through its mission, seeks to achieve the mission of the college through graduating graduates to keep pace with the renewable requirements of the labor market and benefiting from technological advancement in community service.
- The department seeks to graduate students qualified to conduct educational, research, and community tasks.
- Accordingly, it is possible to say that the mission of the Special Education Program includes in its main elements the requirements of achieving the main components of the mission of the institution or College of Education at Najran University.

The relevance of the Program's mission to that of the university

There is a relationship between the mission of the university and the mission of the program. This is demonstrated by the compatibility in the fields of (teaching and learning) in terms of graduating students who are scientifically and practically qualified with knowledge, skills, and values in the field of special education; (addressing the needs of the labor market and sustainable development) graduating graduates to keep pace with the renewable requirements of the labor market and benefiting from technological advancement in community service; (conducting applied research) through graduating students qualified to conduct educational, research, and community tasks.

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 type="checkbox"/>
No	<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

General preparation courses and educational courses from the departments of Sharia, Arabic, English, Education, Psychology, and Curriculum and Teaching Methods

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

- To what extent the learning outcomes of these courses are compatible with the matrix of courses planning and to verify the extent to which those courses contribute to achieving the targeted learning outcomes of the program.
- Conducting surveys and interviews with students to know their feedback about courses.
- Conducting random interviews with graduates to know their feedback about courses.
- Conducting comparative study of the results of the students and the constant quest for the development of teaching methods to keep pace with technological developments.
- Making questionnaires to recognize the views of students about the courses they study.
- Periodic review of the program's courses and ensuring its appropriateness with the trends of modern research in the field of special education.
- Verifying faculty members' qualifications with the skills and knowledge necessary to ensure students' benefit.
- Periodic review of the program's courses to ensure the continuity of their adequacy with the needs and skills of the program's students.

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

Yes

☒

No

☐

- Must have a secondary school certificate or equivalent from inside or outside the Kingdom.
- Successfully pass any test or personal interview set by the department council.
- Applicant should be void of any academic disabilities in addition not to have communication, speaking, and listening disabilities.

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

- To meet the requirements of the program, the following characteristics shall be considered in the admission requirements:
 - The applicants mustn't have academic disabilities.
 - The language integrity of applicants in terms of pronunciation, speaking, and writing.

C. Mission, Goals and Objectives

Program Mission Statement (insert)

Program Mission: Preparing a distinguished academic and professional teachers in the field of special education.

List program goals (e.g. long term, broad based initiatives for the program, if any):

- 1- Providing students with knowledge, skills, and experience in the field of education and care for people with special needs.
- 2- Providing students with the necessary skills to practice the profession and serve people with special needs and their families.

4. 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. Providing students with the philosophical and theoretical concepts, as well as laws and legislations in the field of special education	1. The Grade Point Average of students' grades in the courses of Contemporary Issues in Learning Disabilities, Evaluation & Diagnosis in Special Education, and Introduction to Rehabilitation , 80% of students ≥ 3 . 2. Average evaluation of students' for courses and teaching performance $\geq 80\%$. 3. Average Evaluation of student to their experience $\geq 80\%$.	- Selecting the modern contents of the concerned courses. -Periodic review of program specifications and courses. -Using Modern Teaching methods and technologies. -Continuous evaluation of teaching performance.
2. Acquiring students the ability to practice the profession efficiently in the field of special education.	1. Employers' satisfaction with learning outcomes of the program $\geq 80\%$. 2. Average student success rates in the field experience course, 80% of students ≥ 3 . 3. The Grade Point Average of students' success in the courses of Teaching Methods Students with Learning Disabilities, Measurement & Evaluation in Learning Disabilities, Behavior Modification and Academic Learning Disabilities (1) & (2), 80% of students ≥ 3 . 4. Average overall evaluation of the program $\geq 80\%$	<ul style="list-style-type: none"> • Designing a training plan or workshops on evaluation and diagnostic skills for students • Preparation of a comprehensive field training Program and handbook. • Selecting suitable field training locations. • Problem solving
3. Enabling students to work successfully with multidisciplinary team in special education	1. Rate of the satisfaction of students and supervisors with the efficiency of field experience $\geq 80\%$. 2. Rate of the satisfaction of students and supervisors with the effectiveness of field training sites $\geq 80\%$. 3. Participation rate in multi-disciplinary team's meetings $\geq 80\%$ of students.	<ul style="list-style-type: none"> • Designing activities for cooperative work. • Providing effective and efficient of field experience. • Development of evaluation tools for students at the training locations (That done by headmaster and teachers).

4. Enabling students to employ their personal skills in the service of children with special needs and their families	1. The average rate of communication with families, 2 sessions a year/student. 2. Average Evaluation of the headmaster and the teacher of field training for students $\geq 80\%$ 3. Ratio of faculty members participation in community service $\geq 70\%$	<ul style="list-style-type: none"> Formulating SMART outcomes related to personal skills. Preparing the community service plan and its reports.
---	--	---

D. Program Structure and Organization

1. Program Description

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* Prerequisite – list course code numbers that are required prior to taking this course.

Year	Course Code	Course Title	Required or Elective courses	*Prerequisite courses	Credit Hours	College or Department
1st Year Semester 1						
	ISLA 111	Introduction to Islamic Culture	Required		2	Sharia
	ARAB201	Language Skills	Required		2	Science and Arts
	ENGL102	English Texts	Required		3	Science and Arts
	EDU110	Foundations of Education	Required		2	Education
	PSYC111	Developmental Psychology	Required		3	Education
	SPED100	Introduction to Special Education	Required		4	Education
1st Year Semester 2					16	
	ISLA 112	Islamic Culture 2	Required		2	Sharia
	Arab202	Arabic Writing	Required		2	Science and Arts
	PSYC151	Educational Evaluation	Required		2	Education
	PSYC171	Mental Health	Required		2	Education
	TECH228	Auditory Aids in Special Education	Required		2	Education
	SPED151	Evaluation & Diagnosis in Special Education	Required		4	Education
	SPED160	Physical Disabilities	Required		3	Education
2nd Year Semester 1					17	
	ISLA 113	Islamic Culture-3	Required		2	Sharia
	PSYC221	Educational Psychology	Required		3	Education
	PSYC113	Educational Research	Required		2	Education
	TECH 250	Production and Use of Teaching Aid	Required		2	Education
	SPED 201	Behaviour Modification	Required		3	Education
	SPED 180	Introduction to Rehabilitation	Required		3	Education
	SPED 170	Behaviour Disorders for Special Needs	Required		3	Education
2nd Year Semester 2					18	
	ISLA 114	Islamic Culture-4	Required		2	Sharia
	CURR230	Curriculums	Required		2	Education
	PSYC 369	Counselling & Guidance	Required		2	Education

		Psychology				
	SPED 264	Introduction to Mental Retardation	Required	SPED100	3	Education
	SPED 265	Introduction to Visual Impairment	Required	SPED100	3	Education
	SPED 266	Introduction to Autism	Elective	SPED 100	3	Education
	SPED 267	Introduction to Giftedness & Talent	Elective	SPED 100	3	Education
	SPED 268	Special Education in Early Childhood	Elective	Psyc111	3	Education
3rd Year Semester 1					18	
	EDUC 352	School Administration	Required		2	Education
	CURR 211	Computer in Education	Required		2	Education
	SPED 360	Introduction to Learning Disabilities	Required	SPED 100	3	Education
	PSYC 222	Introduction to Statistics	Required	PSYC113	3	Education
	SPED 361	English Texts in Learning Disabilities	Required		3	Education
	PSYC 313	Introduction to Neuropsychology	Elective	Psyc111	3	Education
	SPED 362	Administration of Special Education Institution	Elective		3	Education
	SPED 363	Introduction to Hearing Impairment	Elective	SPED 100	3	Education
3rd Year Semester 2					19	
	EDU 353	Educational Supervision			2	Education
	CURR341	Educational Technology			3	Education
	SPED 364	Developmental Learning Disabilities		SPED 360	3	Education
	SPED 365	Curriculums for students with Learning Disabilities		CURR 230	2	Education
	SPED 366	Academic Learning Disabilities (1)		SPED 360	2	Education
	SPED 367	Support Services in Special Education	Elective		3	Education
	SPED 368	Gifted Student with Learning Disabilities	Elective	SPED 360	3	Education
	SPED 369	Communication Disorders	Elective	SPED 100	3	Education
4th Year Semester 1					18	
	CURR 360	Environmental Education	Required		2	Education
	SPED 460	Teaching Thinking	Required		2	Education
	SPED 461	Academic Learning Disabilities (2)	Required	SPED 360 SPED 366	2	Education
	SPED 462	Contemporary Issues in	Required	SPED 360	2	Education

		Learning Disabilities		SPED 351		
	SPED 463	Measurement & Evaluation in Learning Disabilities	Required		3	Education
	SPED 464	Teaching Methods Students with Learning Disabilities	Required	SPED 365	2	Education
	SPED 465	Mainstreaming in Special Education	Elective	SPED 100	3	Education
	SPED 466	Supervision in Special Education	Elective	Educ 352	3	Education
	SPED 467	Counselling Children with Special Needs & their Families	Elective	Psyc 369	3	Education
4th Year Semester 2					19	
	SPED 368	Practicum in Learning Disabilities	Required	SPED 463	8	Education
Total Credit hour program :					133	
The student chooses two elective courses in each semester at the beginning of the second semester of the second year with 6 credit hours.						

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 :

In the eighth level of his studies (fourth year), the student receives 8-hour field training in the learning disabilities programs attached to Najran schools under the supervision of the supervisor and field training coordinator. The field training aims to achieve the following results:

- The student acquires the ability to identify students with learning disabilities.
- The student acquires the ability to use tests and scales in the detection of students with learning disabilities.
- The student acquires the ability to plan, implement, and evaluate individual educational programs.
- The student acquires the ability to teach and practice with students with learning disabilities.
- Develop students' social and communication skills through their ability to build positive relationships with the administration and teachers of the school, teacher of learning disabilities, and students with learning disabilities and their families.

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester) The field training course is offered at the eighth level for a full semester
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester) The field training course is offered at the eighth level for a full semester Actual hours = $14 \times 5 \times 5 = 350$ actual hours.
d. Number of credit hours (if any) 8 credit hours

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) Not applicable
a. Brief description: Not applicable
b. List the major intended learning outcomes of the project or research task. Not applicable
c. At what stage or stages in the program is the project or research undertaken? (e.g. level) Not applicable
d. Number of credit hours (if any) : Not applicable
e. Description of academic advising and support mechanisms provided for students to complete the project. Not applicable
f. Description of assessment procedures. (including mechanism for verification of standards) Not applicable

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

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

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

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Identify the concepts and principles relevant to the domain of special education	-Lecture -Discussion & dialogue -Collaborative learning	-Achievement Exams (oral, midterm, and final) -Conducting standard-based researches -Individual and group discussion. -Test for measuring learning outcomes. -Surveys of employers -Student surveys
1.2	Explain theories, laws and legislation in the domain of special education	-Lecture -Discussion & dialogue -Presentation -Collaborative learning	-Achievement Exams (oral, midterm, and final) -Conducting standard-based researches -Individual and group discussion -Test for measuring learning outcomes -Surveys
1.3	List the foundations and stages of measurement and diagnosis in the domain of special education	-Lecture -Discussion & dialogue -Presentation -Collaborative learning	-Achievement Exams (oral, midterm, and final) -Conducting standard-based researches/ worksheet -Individual and group discussion -Test for measuring learning outcomes - surveys
1.4	Discuss contemporary trends and issues in special education	-Lecture -Discussion & dialogue -Presentation -Brainstorming	-Achievement Exams (oral, midterm, and final). -Conducting standard-based researches/ worksheet -Individual and group discussion -Test for measuring learning outcomes - surveys

2.0	Cognitive Skills		
2.1	Apply the principles and theories of education in the provision of educational, instructional, and therapeutic services.	-Lecture -Discussion & dialogue -Field training	-Achievement Exams (oral, midterm, and final). -Student performance assessment form/ note card -Assignment/ worksheet/ surveys -Test for measuring learning outcomes.
2.2	Apply the diagnostic tests in special education on valid scientific bases	-Lecture -Discussion & dialogue -Field training	-Achievement Exams (oral, midterm, and final). -Student performance assessment form/ note card -Practical exam -Test for measuring learning outcomes
2.3	Prepare and implement the individual educational program through the appropriate scientific methods	-Lecture -Discussion & dialogue -Field training	-Achievement Exams (oral, midterm, and final). -Performance note card / rating lists -Practice test -Test for measuring learning outcomes
2.4	Apply scientific research methods in the field of special education	-Assignments to prepare essay. -Research term papers. -Discussions -Collaborative learning.	-Achievement Exams (oral, midterm, and final) -Conducting standard-based researches -Presentations -Surveys -Test for measuring learning outcomes
3.0	Interpersonal Skills & Responsibility		
3.1	Collaborate with others in the management of special education programs in adherence to the Islamic values and principles	-Discussion & dialogue -Collaborative learning -Assignments	-Performance note card -Oral test -Individual and group discussion -Conducting standard-based researches -Written tests
3.2	Abide by the ethics of profession	-Discussion & dialogue -Assignments	-Performance note card -Oral test -Individual and group discussion -Conducting standard-based researches -Written tests
4.0	Communication, Information Technology, Numerical		
4.1	Use information and communication technology in the design, analysis and statistical processing of educational materials	-Presentations -E-learning -Discussion & dialogue -Lecture	-Achievement Exams (oral, midterm, and final). -Performance note card. -Assignment/ worksheet -Individual and group discussion.
5.0	Psychomotor		
5.1	Use communication languages with special needs	-Lecture -Discussion &	-Achievement Exams (oral, midterm, and final)/ Practice test

		dialogue -Practical sessions	-Performance note card -Report & Worksheets/ Assignment -Individual and group discussion
--	--	---------------------------------	--

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes .

Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction

P = Proficient

A = Advanced

(See help icon)

Course Offerings NQF Learning Domains Learning Outcomes		2-111 سلم	2-201 عرب	3-102 انجل	2-110 ترب	3-111 نفس	4-100 خاص	2-112 سلم	2-202 عرب	2-151 نفس	2-171 نفس	2-228 وسيل	4-151 خاص	3-160 خاص	2-113 سلم	3-221 نفس	2-113 نفس	2-250 وسيل	3-201 خاص	3-180 خاص	3-170 خاص
Knowledge																					
1.1	Identify the concepts and principles relevant to the domain of special education						A				P			A						I	P
1.2	Explain theories, laws and legislation in the domain of special education					I							P			P			P		I
1.3	List the foundations and stages of measurement and diagnosis in the domain of special education									I			A								
1.4	Discuss contemporary trends and issues in special education				P								I	I			I		I	P	
Cognitive Skills																					
2.1	Apply the principles and theories of education in the provision of educational, instructional, and therapeutic services.				I	P					I	I				P					
2.2	Apply the diagnostic tests in special education on valid scientific bases									P			P								
2.3	Prepare and implement the individual educational program through the appropriate scientific methods											P						I	A		
2.4	Apply scientific research methods in the field of special education			I													A				
Interpersonal Skills & Responsibility																					
3.1	Collaborate with others in the management of special education programs in adherence to the Islamic values and principles	I						I							I				I		
3.2	Abide by the ethics of profession		I	I					I		I									P	I
Communication, Information Technology, Numerical																					
4.1	Use information and communication technology in the design, analysis and statistical processing of educational materials			I						I		P	P					P			

Psychomotor																				
5.1	Use communication languages with special needs											I		P				P		

Course Offerings NQF Learning Domains Learning Outcomes		353 ترب- 2	341 نهج- 3	364 خلص- 3	365 خلص- 2	366 خلص- 2	367 خلص- 3	368 خلص- 3	369 خلص- 3	360 نهج- 2	460 نفس- 2	461 خلص- 2	462 خلص- 2	463 خلص- 3	464 خلص- 2	465 خلص- 3	466 خلص- 3	467 خلص- 3	468 خلص- 8
Knowledge																			
1.1	Identify the concepts and principles relevant to the domain of special education			P				I											
1.2	Explain theories, laws and legislation in the domain of special education								P							I			
1.3	List the foundations and stages of measurement and diagnosis in the domain of special education					I						I		P					
1.4	Discuss contemporary trends and issues in special education			I	P		I	P	I	I	P		A		I	P		I	
Cognitive Skills																			
2.1	Apply the principles and theories of education in the provision of educational, instructional, and therapeutic services.	P	P		I					I					P				
2.2	Apply the diagnostic tests in special education on valid scientific bases					A			I		I	A		A					A
2.3	Prepare and implement the individual educational program through the appropriate scientific methods			I	A	A	P	P				A			A				A
2.4	Apply scientific research methods in the field of special education																		A
Interpersonal Skills & Responsibility																			
3.1	Collaborate with others in the management of special education programs in adherence to the Islamic values and principles	I					P									P	A	I	I
3.2	Abide by the ethics of profession																P	P	I
Communication, Information Technology, Numerical																			

4.1	Use information and communication technology in the design, analysis and statistical processing of educational materials		A													I				
Psychomotor																				
5.1	Use communication languages with special needs																			

5. Admission Requirements for the program

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

- The admission process is done through the Deanship of Admission and Registration only.
- The student must have Saudi secondary certificate or its equivalent from inside or outside the Kingdom.
- The applicant must be physically fit
- The general admission requirements for the Bachelor's degree can be viewed at the following link:

<http://www.nu.edu.sa/web/deanship-of-admission-and-registration/33>

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for

- Attendance.
Student attendance at all applied and theoretical lectures should be a minimum of (75%) for all courses.
- Progression from year to year.
Students' success in the each semester courses according to his study plan.
- Program completion or graduation requirements.
Completion of all courses in the program study plan.

E. Regulations for Student Assessment and Verification of Standards

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

-Student's achievements are verified as follows:

At the level of courses, these procedures are adopted:

- Examining a random sample of students' exam papers and answer sheets by another department of the college.
- Review the exam paper by the committee formed at the program level.
- Measuring the courses' learning outcomes using a software.

At program level, these procedures are adopted:

- Measuring the courses' learning outcomes using a software.

- Surveying the opinions of graduates about the learning outcomes of the program.
- Discussing the rates of learning outcomes achievements of the program with the scientific council and committees.

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- 1- Aid, academic advising, and student's support are provided through the activation of academic advising to provide necessary advising to students. There is also a special mechanism to deal with creative, talented, and low-achievers in order to help them with necessary aids. Moreover, the faculty members are included in academic advising to students.
- 2-At the level of the program, there are an academic advisor coordinator and academic advising unit. There are also office hours of the faculty members to assist and provide academic advising to students in each course.

2. Student Appeals

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

- There is a Committee for Student Affairs in the department to study the students' appeal in order to study and resolve the students' appeal according to the university regulations.
- Regulations to keep the duties and rights of the faculty members and the students.
- Disciplinary regulations for those who violate the rules and regulations of the university.
- Excuses Committee to examine student's excuses and take appropriate action.
- A competent committee to discipline students in accordance with the university regulations.
- Grievances Committee at the level of the college.

G. Learning Resources, Facilities and Equipment

- 1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?
- Forming a committee to follow up and select the specialized references in special education and provide them to the university library.
 - Choosing the recently published books in Special Education branches to follow up the latest theories and applications.
 - The University Library offers some databases that include journals, books, and references.
 - The University Library allows students free access to the databases which Najran University

subscribes to in cooperation with the Saudi Digital Library (SDL).

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

- The periodic update of references and books in the fields of Special Education.
- The University subscribes to electronic database from time to time.
- Providing the university library with a list of unavailable books, journals, and periodicals.
- Laying a foundation and criteria for references and books relevant to program courses' specifications.
- The department forms scientific committees to examine the references and books of the Special Education fields.

5. There are classrooms equipped with a Data Show projector, a computer, a board, tables, and chairs. The facility, equipment, and learning resource officer reports on this.

- A computer lab is available in the program to teach related courses.
- Laboratory instructors still communicate to conduct the required setup of software.

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

-Surveying the opinions of the faculty members about the adequacy and efficiency of available learning resources in the program, including databases, as well as available books and references in the library.

- Evaluating the relevant performance indicators to the available references in the areas of the program.

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

- Conducting a questionnaire to students about the efficiency of available learning resources.
- Discussing the results of the students' questionnaire in the department council to make recommendations to the Deanship of Library Affairs to take the necessary actions.

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

-Conducting questionnaires to the faculty members of the program about their needs of learning resources, books, and references. A statement of the needs is sent to the Deanship of Library Affairs to verify their availability or to purchase these resources.

-Providing the university library with a list of unavailable books, periodicals, and journals.

-Laying a foundation and criteria for references and books relevant to program courses specifications.

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.

- The required jobs are announced to provide the candidates with complete data of the vacancies, the job requirements according to the employment regulations of the Saudi

Ministry of Higher Education, and the regulations of employing non- Saudis at the universities. Then, the Deanship of the College of Education sends a memo to the Department of Special Education to announce the jobs, requirements of announced jobs, and the specifications of the announced jobs to the candidates. After that, the list of the required jobs is posted to Najran University website, including job specifications and the website of the applications for contact.

- Examining the authentic recommendations to verify the qualifications and experience of the candidates before employment. The job application is on:
[http: www.nu.edu.sa/WebMaster/AdminDefault.aspx](http://www.nu.edu.sa/WebMaster/AdminDefault.aspx) with a username and a password.
- The applicant can fill in the personal data and attach all certificates and required documents.
- The head of the department forms a committee to conduct the tests and interviews of the applicants. The appointed committee evaluates the candidates on the basis of passing the personal interview and the final test of nomination which is approved by the council of the department. Then, a statement of candidates is submitted to the Council of the College of Education.

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.

To ensure the participation of the faculty members in monitoring the quality of the program, in review and in improvement plan, the following procedures are adopted:

- Activation of the organizational structure of the department to ensure the distribution of the program activities to female faculty members, where every faculty is responsible for preparing an annual plan for the undertaken activities to prepare periodic reports about the achievement plan to discuss it with the department council along with recommendations.
- Formation of quality committees including all the program's faculty members.
- Formation of the Internal Audit Committee by some faculty members to submit their reports to the department council, where all faculty members are included.
- Participation of all faculty members in monitoring the quality performance indicators of the program, where they discuss the results of monitoring with all faculty members.
- Participation of faculty members in implementing the improvement plan of the program in the scope of their responsibility of quality standards.

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

Advisory Committee tasks of the program are as follows:

The program has an advisory committee composed of the head of the department, a member of the faculty members of the department, the male/ female director of special education in Najran, a member of the scientific department of the College of Education, and a representative of the students.

The Committee has the following tasks:

- Providing counselling in programs' specification, courses' specification, and

- improvement plan of the various activities of the program.
- Discussing field experience reports and giving opinions about them.
 - Providing advice about the available learning resources, as well as learning and teaching strategies, in accordance with their appropriateness to the targeted learning outcomes, particularly their professional ones.
 - Providing advice about the new programs recommendations as well as any substantial modifications to the program.
 - Providing counselling about the activation of annual employment meeting.
 - Providing counselling about any activities carried out by the relevant college or program in accordance with the administration of the College and in accordance with the University's policies and strategic objectives.

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.

The faculty members' improvement is done through participation in training sessions (Effective Teaching, The Use of Technology in Teaching, Evaluation and Tests Programs) organized by the Skills Improvement Unit, Deanship of Development and Quality. There are also some activities held by the college such as workshops about test construction.

- b. Other professional development including knowledge of research?

-The opportunity is given for professional and specialized development through the participation of faculty members in applied researches and attending workshops relevant to quality and development, e-learning, and scientific publishing.

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.

Some procedures are followed for new faculty members, as follows:

- An induction meeting is held with the new faculty members about the nature, activities, financial and human resources, goals, and graduates of the program.
- A tour of the laboratories and teaching rooms of the program, as well as giving the new faculty members a brochure about the laboratories, equipment, and facilities relevant to the implementation of the program.
- Providing the faculty member with the regulations and instructions related to the academic system at Najran University
- Revealing students' evaluation mechanisms, different program evaluation mechanisms, as well as the quality system procedures and applications.
- Revealing faculty members' evaluation standards and distributing work ethics brochures about the academic, research, and community behaviours.
- Providing the necessary training opportunities through Skills Development Unit, Deanship of Development and Quality that are relevant to the nature of the program,

such as Quality and Development, Teaching Strategies, Evaluation Systems, and Academic Advising workshops.

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 to total teaching staff, etc.)

- All the faculty members at full-time and are no part-time.
- The department did not recruit any visiting faculty member.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

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

First: Quality assurance procedures for the development of learning outcomes.

In order to verify the quality assurance procedures of learning outcomes, the target learning outcomes of the program and courses were reviewed in the light of the national qualifications framework. The following procedures were followed:

- 1- Holding a workshop to formulate the learning outcomes of the program and courses.
- 2- Formulate the learning outcomes of the program for the five learning areas using templates designed for this purpose.
- 3- Preparing the matrix of teaching methods and their relation to the learning outcomes of the program.
- 4- Preparing the matrix of evaluation tools and their relationship to the learning outcomes of the program.
- 5- Preparing the program learning matrix.
- 6- Calculating the relative weight of the learning outcomes of the course and the values of each area in the national qualifications framework.

With regard to the courses, the following were followed:

- 1- Formulation the learning outcomes of the courses in proportion to the program's learning outcomes.
- 2- Selection of teaching and evaluation methods in proportion to the matrix of teaching and evaluation methods of the program's learning outcomes.

Second: The evaluation process of learning outcomes is achieved on two different levels:

A- Program Courses' Level by following these procedures:

- Evaluating The rates of achieving students' learning outcomes in all courses of the program using (semester written tests and assignments).
- Assessing the field experience of students' skills through field visits to faculty members and field work supervisors (students' self-evaluation templates).

B- Program Level by following these procedures:

<ul style="list-style-type: none"> - Test of measuring the learning outcomes test the program distributed in the light of the relative weights of learning outcomes. - Monitoring the performance indicators of achieving the learning outcomes. - Surveying the students about the student's experience according to the prepared template. - Student's evaluation of the program. - Surveying the external community about the professional skills and characteristics of the program graduates.
<p>b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?</p> <p>Faculty members' skills evaluation in the light of using teaching strategies is conducted as follows:</p> <ul style="list-style-type: none"> - Every faculty member prepares a course report, including the planned teaching strategies, what has been applied, obstacles, and suggestions for improvement. - Conducting a questionnaire to students about the teaching strategies and evaluation strategies used by the faculty member during teaching courses. - Faculty members are trained on the strategies of learning and teaching, as well as exam evaluation systems.

2. Overall Program Evaluation

<p>a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:</p>
<p>(i) From current students and graduates of the program</p> <p>To assess the quality and achievement of learning outcomes and objectives of the program by students and graduates, we do the following:</p> <ul style="list-style-type: none"> ▪ Conducting a questionnaire about the graduate's professional skills, and the implementation of the program. ▪ Student's evaluation of the program by evaluating program courses and implementation processes of each course. ▪ Students' evaluation of the program in the light of a specified questionnaire. ▪ Conducting a questionnaire about student's satisfaction with the program activities (learning resources, academic advising and support, learning and teaching strategies, and evaluations tools).
<p>(ii) From independent advisors and/or evaluator(s)</p> <p>To assess the quality and achievement of learning outcomes and objectives of the program by external reviewers, we do the following:</p> <ul style="list-style-type: none"> - Sending the courses' specification, including a brief description of program courses, mission, matrix, learning outcomes, teaching strategies, and evaluation tools to the external reviewer to give his opinions about their interrelations and appropriateness. - Discussing the report of external reviewer in the department council to make the necessary recommendations for program improvement plan.
<p>(iii) From employers and/or other stakeholders</p> <p>To assess the quality and achievement of learning outcomes and objectives of the program by</p>

employers and stakeholders, we do the following:

- Meetings are held each semester for the advisory committee of the program to participate in the development and review of the activities of the program and its implementation.
- Conducting a questionnaire to the external community and employers about their satisfaction with the characteristics of the graduates, professional and personal skills of the graduates, and program content.

Attachments:

1. Copies of regulations and other documents referred to template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Dean / Chair	Name	Title	Signature	Date
Program Dean or program chair Main Campus	Dr. Regea Mohammed Al - Qahtani	Program Chair		25/12/2017
Coordinator of the female section	Dr. Hoda Shaaban	Coordinator of the female section	-----	-----
Branch 1	-----	-----	-----	-----