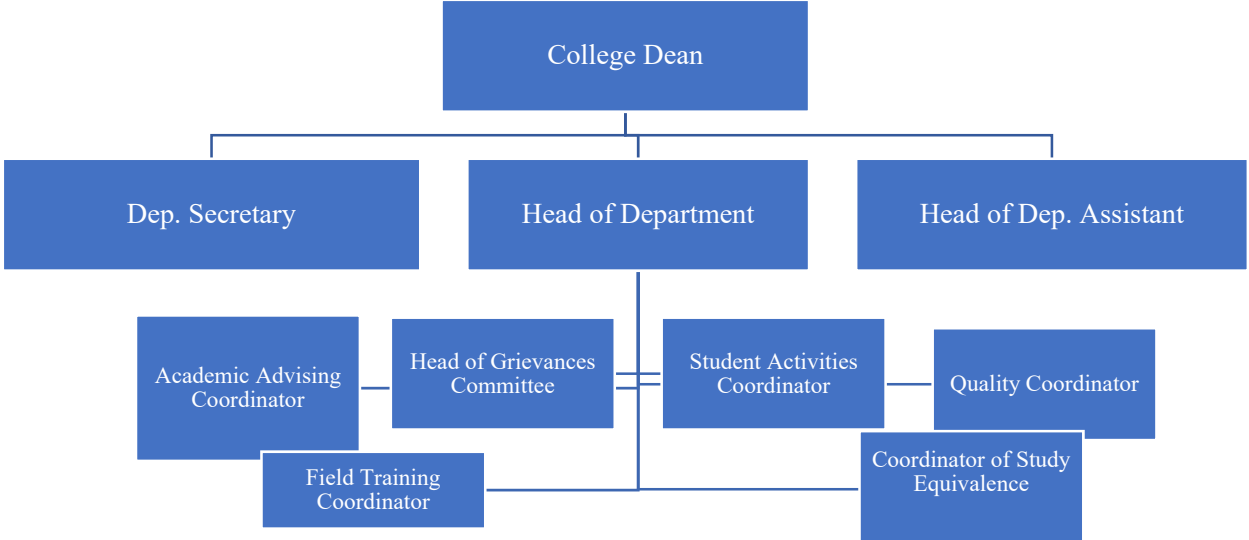


T4. Program Specification

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

1. Institution: Najran University	Date: 2/2/1437H
2. College/Department: College of Education; Department of Education and Psychology	
3. Dean/ Department Head: Dr. Regea El-Qahtani (Dean of the College) Dr. Mohamed Ali Assyri (Department/Program Head)	
4. Insert program and college administrative flowchart: <div style="text-align: center; margin-top: 20px;">  <pre> graph TD CD[College Dean] --> DS[Dep. Secretary] CD --> HD[Head of Department] CD --> HDA[Head of Dep. Assistant] HD --> AAC[Academic Advising Coordinator] HD --> HGC[Head of Grievances Committee] HD --> SAC[Student Activities Coordinator] HD --> QC[Quality Coordinator] HD --> FTC[Field Training Coordinator] HD --> CSE[Coordinator of Study Equivalence] </pre> </div>	

<p>5. List all branches offering this program:</p> <p>Main Campus , College of Education (Location1: Male section, Location 2: Female section).</p>

A. Program Identification and General Information

1. Program title and code: Bachelor of Education in Psychology, PSY
2. Total credit hours needed for completion of the program: 132 Credit hours
3. Award granted on completion of the program: Bachelor of Education in Psychology (Psychologist track)
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): Bachelor of Education in Psychology (Psychologist track)
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): On completing eight academic levels with (132 credit units), the student will be: A psychologist in the educational, vocational, health, and social institutions.

7. (a) New Program	<input checked="" type="checkbox"/>	Planned starting date	1437-1436
(b) Continuing Program	<input type="checkbox"/>		
Year of most recent major program review			New Program
Organization involved in recent major review (eg. internal within the institution)			
Accreditation review by :.....			
The program was reviewed by:			
1. Internal review by experts in the program activity			
2. Review by Teaching and Learning Unit, Vice-Rectorship for Development and Quality			
3. Displaying the program and its contents two external reviewers (attached)			
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.			
Dr. Mohamed Ali Assyri (Program Chair, and For Male section)			
Dr. Hanan Othman Abuelenain (Female section)			
9. Date of approval by the authorized body (MOE)			
Campus Location	Approval By		Date
Main Campus:	Nu Council (MOE) Council of the Department of Education and Psychology- Council of the College of Education- Teaching and Learning Unit, Deanship of Development and Quality. To: NU Council (MOE)		25/7/1435H.
Branch 1:			

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.

Justifications for establishing the Program of Psychology, College of Education, Najran University:

Economic reasons:

- Meeting the requirements of development and the labor market needs in Najran by preparing specialists in psychology.
- Working in scientific and educational institutions, as well as the academic bodies, sectors, departments, and centers related to psychology in Najran.

Social reasons

- Contributing to Najran service by providing highly qualified cadres of psychology specialists
- Training students on the skills of assessment, diagnosis of the problems and psychological phenomena, and developing appropriate solutions in light of the Islamic values and principles.
- Preparing and qualifying psychologists in the field of student guidance and advising in the primary, intermediate, and secondary schools, as well as the various community institutions in light of the objectives and tasks set by the Ministry of Education.

Cultural reasons

- Disseminating the culture of psychology in Najran
- Raising a psychologically conscious generation and actively participating in the formation of habits and attitudes related to the behaviors and ethics associated with the Muslim family life.
- Qualifying alumni for following up their post-graduate studies in Psychology.

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

- Mission of the Program of Psychology "*Preparing a highly qualified psychologist in the contemporary theoretical and applied aspects in light of the Islamic values and principles*"
- Mission of the 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 Psychology Program's mission to that of the institution is represented in the following chart :

Components of Home Economics Program's mission	Components of Najran University's mission				
	Teaching and learning	Addressing labor market and community's needs	Contribution to sustainable development	Conducting applied research	Partnership at the local, regional, and global levels
Preparing a highly qualified psychologist	√				
In the theoretical and applied aspects				√	
In light of the Islamic values and principles	√				

The table reveals the high proportion of compatibility between the mission of Psychology Program and the mission of Najran University, where the program's mission contributes to achieve the mission of the University including (teaching and learning, addressing labor market's needs, sustainable development, and conducting applied research); but the fifth component in the mission of the University is included in the four components of the program's mission.

Components of Home Economics Program's mission	Components of the College of Education's mission			
	Providing educational and instructional programs	Providing research programs	Addressing labor market and community's needs	Islamic principles
Preparing a highly qualified psychologist		√		
In the theoretical and applied aspects	√			
In light of the Islamic values and principles				√

The table conveys the high proportion of compatibility between the mission of Psychology Program and the College of Education's mission, where the program's mission contributes to achieve the mission of the college including (providing educational and instructional programs, providing research programs, addressing labour market and community's needs, and adhering to the Islamic principles). Hence, the components of the college's mission are compatible with the mission of the program.

- Psychology Program, through its mission, contributes to achieve the mission of the university with respect to the component of education and learning and meeting the needs of the labour market through preparing psychologists that are scientifically and practically qualified.
- Psychology Program, through its mission, contributes to achieve the mission of the university with respect to the component of meeting the labour market and community's needs through preparing psychologists that are scientifically qualified to meet the community needs.
- Psychology Program, through its mission, contributes to achieve the mission of the university with respect to the component of substantial development through preparing psychologists that are scientifically and practically qualified.
- Psychology Program, through its mission, contributes to achieve the mission of the university with respect to the component of applied research through proficiency in the theoretical and applied aspects.

T4 _ Program Specification - Muharram 1437H, October 2015

Accordingly, it can be said that the mission of Psychology Program includes key components of the requirements that achieve the mission of the institution or College of Education, Najran University.

- Courses of general preparation and educational courses from the departments of Sharia, Arabic Language, English Language, Education, Curriculum and Instruction, and Technology Methods.

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

- Studying the compatibility of the learning outcomes targeted by these courses with the planning matrix of courses and verifying the extent to which those decisions contribute to the achievement of the program's target learning outcomes.
- Conducting survey studies and interviews with students to identify their feedback about courses.
- Randomly interviewing graduates to learn about their feedback about courses
- Studying and comparing student results and the continuous pursuit of the development of teaching methods to cope up with technological developments.
- Applying questionnaires to identify student opinions about the courses they study.
- Periodic review of the program courses and ensuring their compatibility with the modern research trends in psychology.
- Ensuring that the faculty members have the necessary skills and knowledge to ensure student benefit.
- Periodic review of courses to ensure their compatibility with student needs, capabilities, and skills.

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

☒

A prerequisite of admitting students is that they should have no academic or physical difficulties and no difficulties or obstacles in speaking and listening.

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

The program does not admit any students with special needs because the graduate will be a psychologist: None

C. Mission, Goals and Objectives :

Program Mission Statement (insert): Preparing a highly qualified psychologist in the contemporary theoretical and applied aspects in light of the Islamic values and principles
List program goals (e.g. long term, broad based initiatives for the program, if any) Preparing highly qualified psychologists in the theoretical and applied aspects.

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
Enabling the students with the contemporary knowledge, principles, and theories in psychology	<ul style="list-style-type: none"> The Grade Point Average of students' grades in all program's courses (70%) Rate of alumni satisfaction with their courses "Course Evaluation Questionnaire" is not less than 70%. Rate of stakeholder satisfaction with the program learning outcomes is not less than 60%. 	<ul style="list-style-type: none"> Selecting a contemporary contents of courses supporting the learning outcomes. Using modern Teaching methods and teaching technologies -Continuous evaluation of teaching performance.
Equipping the students with the applied skills of evaluation, diagnosis, and prevention of the various types of human behaviour	<ul style="list-style-type: none"> GPA of student success in the courses of Mental Health, Psychopathology, Clinical Psychology, Tests and Measurements, Psychological and Educational Measurement, Psychiatry, Guidance and Psychological Advising is not less than 70%. GPA of student success in field training is not less than 70%. Number of researches submitted by students on the evaluation and diagnosis of some common behaviours and psychological phenomena that adhere to scientific research standards is not less than 70%. 	<ul style="list-style-type: none"> Excuting the training plan for workshops on acquiring the skills of evaluation and diagnosis to students. Applying training session.
Preparing students who are capable of the professional practice according to the ethical	<ul style="list-style-type: none"> Preparing the Code of Ethics Handbook Preparing an action plan to 	<ul style="list-style-type: none"> Applying the Code of Ethics Handbook Implementing contemporary

standards for psychologists.	implement the field training program.	field training program.
Preparing students who are capable of using scientific research skills in studying and solving the psychological issues and problems	<ul style="list-style-type: none"> Ratio of student participation in the programs of development of scientific research skills. Number of research papers submitted by students in relation to the relevant psychological issues and problems. GPA of student success in methods of research, research design, and field training. 	<ul style="list-style-type: none"> Acquiring students with scientific research skills. Problem solving strategy for psychological issues and problems that are relevant to the program major. Commitment to the procedures of handbook of field training.

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.

Level	Course Code	Course Title	Required or Elective	*Prerequisite courses	Credit Hours	College or Department
Prep Year		No preparatory year in the program				
Level 1	121 نفس3	History of Psychology	Required	-	3	Department
	122 نفس3	General Psychology	Required	-	3	Department
	113 ترب2	Introduction to Educational Sciences	Required	-	2	College
	114 ترب2	Introduction to Sociology	Required	-	2	College
	111 سلم2	Introduction to Islamic Culture	Required	-	2	University
	102 نجل3	Linguistic Texts	Required	-	3	University
	201 عرب2	Linguistic Skills	Required	-	2	University
Level 2	143 وسل2	Using Computer in Education	Required	--	2	College
	112 سلم2	Islamic Culture	Required	--	2	University
	123 نفس3	Biology of Behavior	Required	121 نفس3	3	Department
	124 نفس3	Developmental Psychology (Childhood & Adolescence)	Required	122 نفس3	3	Department
	125 نفس3	Methods of Research in Education & Psychology	Required	--	3	Department
	116 ترب3	Education & Community	Required	114 ترب2	2	College
	202 عرب2	Arabic Writing	Required	--	2	University
Level 3	113 سلم2	Islamic Culture	Required	--	2	University
	352 ترب2	School Administration	Required	113 ترب2	2	College
	224 نفس3	Theories of Psychology	Required	121 نفس3	3	Department
	225 نفس3	Principles of Educational & Psychological Statistics	Required	125 نفس3	3	Department
	226 نفس3	Experimental Psychology	Required	--	3	Department
	227 نفس2	Physio-psychology	Required	123 نفس3	2	Department
	228 نفس3	Psychological Analysis	Required	--	3	Department
Level 4	432 نهج3	Strategies of Teaching & Learning	Required	--	3	College
	114 سلم2	Islamic Culture	Required	--	2	University
	229 نفس3	Applied Statics	Required	225 نفس3	3	Department
	230 نفس3	Sociopsychology	Required	--	3	Department
	231 نفس2	Psychological Texts in English I	Required	--	2	Department
	171 نفس2	Mental Health	Required	--	2	College
	232 نفس3	Psychopathology	Required	228 نفس3	3	Department
Level 5	353 ترب2	Educational Supervision	Required	352 ترب2	2	College
	369 نفس2	Guidance & Islamic Advising	Required	171 نفس2	2	College
	322 نفس3	Educational Psychology & its Applications	Required	226 نفس3	3	College

Level	Course Code	Course Title	Required or Elective	*Prerequisite courses	Credit Hours	College or Department
	323 نفس3	Thinking & Communication Psychology	Required	--	2	College
	324 نفس3	Differential Psychology	Required	230 نفس3	3	Department
	325 نفس3	Psychological & Educational Measurement	Required	229 نفس3	3	Department
	326 نفس2	Environmental Psychology	Elective	--	2	Department
	327 نفس2	Family Psychology	Elective	--	2	Department
Level 6	443 و سل2	Applications in Education Techniques	Required	--	2	College
	328 نفس2	Criminal Psychology	Required	--	2	Department
	329 نفس3	Psychological Tests & Measurements	Required	325 نفس3	3	Department
	330 نفس2	Psychological Texts in English II	Required	231 نفس2	2	Department
	331 نفس2	Psychiatry	Required	232 نفس3	2	Department
	332 نفس2	Personality Psychology	Required	--	2	Department
	333 نفس3	Psychology (Adulthood & Old Age)	Required	124 نفس3	3	Department
	334 نفس2	Cross-Cultural Psychology	Elective	--	2	Department
	335 نفس2	Cognitive Psychology	Elective	--	2	Department
Level 7	422 نفس3	Exceptional Psychology	Required	--	3	Department
	423 نفس3	Psychology from an Islamic Perspective	Required	--	3	Department
	424 نفس3	Research Design	Required	325 نفس3	3	Department
	425 نفس3	Clinical Psychology	Required	331 نفس2	3	Department
	426 نفس3	Industrial & Organizational Psychology	Required	--	3	Department
	427 نفس3	Designing Psychological Advising Programs	Elective	--	3	Department
	428 نفس3	Psychotherapy	Elective	--	3	Department
Level 8	429 نفس8	Field Training	Required	--	8	Department

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.
See field experience specification

a. Brief description of field experience activity :
Students of the 8th level will study field training (8 credit weekly hours) in the schools and psychological, health, and educational institutions in Najran according to student desire. They will study the case regarding evaluation, diagnosis, and preparing psychological reports in a proper scientific method with the help of the program administration and field training coordinator.

b. At what stage or stages in the program does the field experience occur? (eg. year, semester) Field training course is studied in the 8 th level, the 4 th year for a full- semester.
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) Field training course is studied in the 8 th level with (8 credit units and 24 hours; 6 hours for four days per week) Actual hours= 13 weeks x 4 days x 6 hours
d. Number of credit hours (if any) : 8 credit units

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:
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? (e.g. 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* 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	Mention the psychological and educational concepts, principles, and theories related to the human behavior	Lecture/ Discussion/ Dialogue	Achievement tests (oral / quarterly/ final)/ Research assignments according to standards/ Individual and group discussion/ Test of the measurement of learning outcomes
1.2	Describe the methods of assessing and diagnosis of the human behavior	Lecture/ Discussion/ Dialogue/ Presentations	Achievement tests (oral / quarterly/ final)/ Research assignments according to standards/ Individual and group discussion/ Test of the measurement of learning outcomes
1.3	Describe the modern approved research methods in Education & Psychology	Lecture/ Discussion/ Dialogue/ Presentations	Achievement tests (oral / quarterly/ final)/ Research assignments according to standards/ Worksheet/ Individual and group discussion/ Test of the measurement of learning outcomes
2.0	Cognitive Skills		
2.1	Interpret the human behavior using the psychological and educational concepts and theories	Lecture/ Discussion/ Dialogue/Problem solving/ Micro Teaching	Achievement tests (oral / quarterly/ final)/ Trainee student performance evaluation template/ Research assignment/ Worksheet/ Surveys/ Test of the measurement of learning outcomes
2.2	Assess the human behavior using the psychological tests and measurements	Practical/ illustration presentations Projects	Achievement tests (oral / quarterly/ final)/ student performance observation card/ product evaluation form/ practice test/ Test of

			the measurement of learning outcomes
2.3	Apply scientific research skills to psychology	Practical/ illustration presentations Projects	Achievement tests (oral / quarterly/ final)/ Performance observation card/ product evaluation form/ practice test/ Test of the measurement of learning outcomes
3.0	Interpersonal Skills & Responsibility		
3.1	Positively cooperate with others in studying the various psychological cases within ethics of profession and in light of the Islamic values and principles	Discussion/ Dialogue Micro Teaching	Student performance observation card/ Oral test/ Individual and group discussion/ Group research assignments according to standards
4.0	Communication, Information Technology, Numerical		
4.1	Use Technology in analyzing and interpreting the data related to human behavior	Practical/ illustration presentations Projects	Achievement tests (oral / quarterly/ final)/ Practice test/ Research assignments
5.0	Psychomotor		
5.1	Not applicable		

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		121 نفس 3	122 نفس 3	113 ترب 2	114 ترب 2	111 سلم 2	102 نجل 3	201 عرب 2	143 وسل 2	112 سلم 2	123 نفس 3	124 نفس 3	125 نفس 3	116 ترب 2	202 عرب 2	113 سلم 2	352 ترب 2	224 نفس 3	225 نفس 3	226 نفس 3	227 نفس 2	228 نفس 3
Knowledge																						
1.1	Mention the psychological and educational concepts, principles, and theories related to the human behavior	A	A	P	P						I	P		P			P	A	P		P	P
1.2	Describe the methods of assessing and diagnosis of the human behavior																					
1.3	Describe the modern approved research methods in Education & Psychology				I								A									
Cognitive Skills																						
2.1	Interpret the human behavior using the psychological and educational concepts and theories										P	P						P				P
2.2	Assess the human behavior using the psychological tests and measurements																					
2.3	Apply scientific research skills to psychology												I							P		
Interpersonal Skills & Responsibility																						
3.1	Positively cooperate with others in studying the various psychological cases within ethics of profession and in light of the Islamic values and principles			I													I			I		
Communication, Information Technology, Numerical																						
4.1	Use Technology in analyzing and interpreting the data related to human behavior																		I		I	

Psychomotor																						
5.1	Not applicable																					

Course Offerings NQF Learning Domains Learning Outcomes		432 نهج 3	114 سلم 2	229 نفس 3	230 نفس 3	231 نفس 2	171 نفس 2	232 نفس 3	353 ترب 2	369 نفس 2	322 نفس 3	323 نفس 3	324 نفس 3	325 نفس 3	326 نفس 2	327 نفس 2	443 وسل 2	328 نفس 2	329 نفس 3	330 نفس 2	331 نفس 2	332 نفس 2	333 نفس 3	334 نفس 2	335 نفس 2
Knowledge																									
1.1	Mention the psychological and educational concepts, principles, and theories related to the human behavior				P	A	P		P	P	P	P			P	P		P					I	P	P
1.2	Describe the methods of assessing and diagnosis of the human behavior							P						P							A				
1.3	Describe the modern approved research methods in Education & Psychology																								
Cognitive Skills																									
2.1	Interpret the human behavior using the psychological and educational concepts and theories				I		I			I	P		A		I	I		I		A		A	A		I
2.2	Assess the human behavior using the psychological tests and measurements							P	I					P					A						
2.3	Apply scientific research skills to psychology			A																				I	
Interpersonal Skills & Responsibility																									
3.1	Positively cooperate with others in studying the various psychological cases within ethics of profession				I				I	I		P													

[illegible]

Course Offerings NQF Learning Domains Learning Outcomes		422 نفس 3	423 نفس 3	424 نفس 3	425 نفس 3	426 نفس 3	427 نفس 3	428 نفس 3	429 نفس 8
Knowledge									
1.1	Mention the psychological and educational concepts, principles, and theories related to the human behavior		I			I		I	
1.2	Describes the methods of assessing and diagnosis of the human behavior	P			I				
1.3	Describe the modern approved research methods in Education & Psychology						I		
Cognitive Skills									
2.1	Interpret the human behavior using the psychological and educational concepts and theories							I	P
2.2	Assess the human behavior using the psychological tests and measurements	P			A	P			A
2.3	Apply scientific research skills to psychology			A			P		A

Interpersonal Skills & Responsibility									
3.1	Positively cooperate with others in studying the various psychological cases within ethics of profession and in light of the Islamic values and principles		I				I	P	P
Communication, Information Technology, Numerical									
4.1	Use Technology in analyzing and interpreting the data related to human behavior								P
Psychomotor									
	Not applicable								

5. Admission Requirements for the program

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

- The student must have Saudi secondary certificate or its equivalent from inside the Kingdom.
- The applicant shall pass the tests and interviews conducted by the department, college or university council (if any).
- The applicant must be physically fit to fulfil the scientific requirements of the department.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
 - Attending at least 75% of the theoretical and applied lectures for all courses.
- b. Progression from year to year .
 - Students' success in the program's courses.
 - Progression from year to year according to the regulation of admission and registration at Najran University.
- c. Program completion or graduation requirements.
 - Students' success in the program's courses.
 - Program's courses completion for graduation according to the regulation of admission and registration at Najran University.

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.)

Firstly: at the level of courses, these procedures are adopted:

- Examining a random sample of students' exam papers and answer sheets.
- Peer review in the same specialization to review the female students' answer sheet.

Secondly: at program level, these procedures are adopted:

- External reviewer to review a random sample of female students' answer sheets.
- Benchmarking the learning outcomes measurement of the program with similar programs.
- A general test to measure the achievement of the learning outcomes of the program.
- Conducting a questionnaire to employers about the performance of alumni according to the target learning outcomes.

- Surveying the opinions of alumni about the learning outcomes of the program.
- Discussing the rates of learning outcomes' achievements of the program with the competent councils 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 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 (Attached is the Academic Advising Handbook approved by the college to all programs).

2. Student Appeals

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

- There is a specialized committee is to study the students' appeal. The members of this committee are faculty members and department's head to 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 and university to ensure that the students appeal decision.

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 Follow-up Committee to follow up and select the specialised references in Psychology.
- Asking the department's professors to suggest references relevant to requirements of the department, provided that they shall be adhered by conditions and criteria set by the department.
- Choosing the recent published books in the areas of Psychology to follow up the latest theories and applications.
- Reviewing the appropriate websites.
- The University subscribes to some electronic journals and database.
- The University, represented by the Deanship of Library Affairs, provides the library with

<p>distinctive recently published books in Psychology.</p> <p>1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.</p> <ul style="list-style-type: none"> - The periodic update of references and books in the fields of Psychology. - 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 constitutes scientific committees to examine the references and books of the fields of Psychology. - Surveying the faculty about the devices that shall be available in the teaching rooms to match the teaching of theoretical and applied courses in the program. - Periodic examination of rooms and laboratories to identify the devices and resources to be fixed by the Technical Support Unit.
<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> - Surveying the opinions of the female 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 by the Unit of Performance Measurement, Vice-Rectorship for Development and Quality. - Evaluating the relevant performance indicators to the available references in the areas of the program.
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> - Conducting periodic questionnaire to students about the services provided by the library. - 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 toward them.
<p>4. What processes are followed for textbook acquisition and approval?</p> <ul style="list-style-type: none"> -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. -The University subscribes to electronic database from time to time. -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

<p>Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.</p> <ul style="list-style-type: none"> - 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 Education and Psychology 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 gained certificates and required documents. Then, the nomination of candidates will be for those who fulfilled the job specifications after examining all the registered data through the website and the appropriateness of qualifications to the required job. The interview is defined and informed to the candidates by their registered phones.
- The procedures of the qualification verification of the applicants are conducted through the specialised committee from faculty members in the Department. A private session is held to evaluate the applicants according to general appearance, courteousness, self-confidence, general education, experience, academic level, and research capabilities. In addition, there is a theoretical test to the applicants. At last, the committee assesses the applicants according to the results of the personal interview, and the final test is conducted to the applicants. Then, the nominees and non-nominees will be verified from the department council to be sent to the dean of the college in order to study these nominations to be approved by the college council.

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 is adopted:

- Holding brainstorming sessions by specialists regarding the learning outcomes.
- Surveying some programs at the national, regional, and international levels regarding the learning outcomes.
- Ensuring the compatibility of the learning outcomes with the National Qualifications Framework.
- Displaying the learning outcomes to an external evaluator.
- Displaying the program's learning outcomes to the Head of Teaching and Learning Unit, Deanship of Development and Quality.
- Activation of the organisational structure of the department to ensure the distribution of the program activities to male/ 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 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 evaluating the quality performance indicators of the program, where they discuss the results of evaluation 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:

- Providing counselling in programs' specification, courses' specification, and improvement plan of the various activities of the program.
- Suggesting ways of developing and disseminating program mission.
- Discussing field experience reports and giving opinions about them.
- Discussing the results of questionnaires to make improvement recommendations about them.
- Providing advice about the available learning resources, facilities, and equipment of the program, as well as learning and teaching strategies, and evaluation tools in accordance with their appropriateness to the learning outcomes of the program.
- Providing advice about the new programs recommendations as well as any substantial modifications to the program.

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, Use of Technology in Teaching, Evaluation and Tests Programs) organised 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 specialised 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:

- An induction meeting is held with the new faculty members about the nature, activities, financial and human resources, goals, and alumni of the program.
- A tour inside the laboratories and teaching rooms of the program, as well as giving the new faculty members brochures about the laboratories, equipment, and facilities relevant to the implementation of the program.
- Revealing the admission policies and the relationship between the new faculty members' teaching courses in the program, and the rate of learning outcomes in their courses in achieving the learning outcomes of the program.
- Revealing students' evaluation mechanisms, different program evaluation mechanisms, as well as the quality system procedures and applications.
- Revealing faculty members' evaluation standards and distributing a work ethics brochure about the academic, research, and community behaviours.
- Providing the necessary training opportunities through Skills Development Unit at the 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. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

Not applicable to the program as all faculty members are full-time.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

- a. What QA procedures for developing and assessing learning outcomes?
The evaluation process of learning outcomes is achieved on four different levels:
- A-**The first level: Program Courses Level by following these procedures:
- Evaluating The rates of achieving female students' learning outcomes in all courses of the program by use of (semester written tests, final written tests, product assessment form, practice tests, and note cards).
 - Assessing the field experience of students' skills through field visits to faculty members and field work supervisors (students' self-evaluation and performance note card).
- B-** Level Two: The Program Level by following these procedures:
- Measurement learning outcomes test of 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 alumni.
- C-** Measuring course learning outcomes using the approved statistical program by the Vice-Rectorship for Quality and Development.
- D-** Measuring program learning outcomes using the approved statistical program by the Vice-Rectorship for Quality and Development.
- b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?
- Each faculty prepares a course report, explaining planned learning and learning strategies, what has already been implemented, implementation difficulties, and improvement suggestions.
 - Surveying students about the teaching and assessment strategies used by the faculty in the course assessment.
 - Accordingly, training is provided to faculty members on teaching and learning strategies as well as assessment and examination systems.

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
<p>(i) From current students and graduates of the program?</p> <ul style="list-style-type: none"> - Surveying alumni about the professional and personal skills and contents of the program - Student evaluation of the program through the evaluation of courses and implementation of each course. - Student evaluation of the program in the light of a specially designed questionnaire - Surveying student satisfaction with the implementation of the program activities (learning resources, student advising and support, teaching and learning strategies, and assessment methods).
<p>(ii) From independent advisors and/or evaluator(s)?</p> <ul style="list-style-type: none"> - To evaluate the quality of the program outputs, the rates of achieving the targeted learning outcomes, and the extent to which the objectives of the program are achieved by external evaluators: <ul style="list-style-type: none"> • The program specification including the study plan, brief description of courses, mission of the program, planning matrix of the courses, learning outcomes, learning strategies, and evaluation methods will be sent to the external evaluator to give opinion about their relation to each other and appropriateness. • Discussing the report of the external evaluator and making the necessary recommendations to transform them into improvement plans for the program in the council of the scientific department.
<p>(iii) From employers and/or other stakeholders.</p> <ul style="list-style-type: none"> - To evaluate the quality of the program outputs, the rates of achieving the targeted learning outcomes, and the extent to which the objectives of the program are achieved by the employers and the external community <ul style="list-style-type: none"> • Every semester, meetings will be held for the advisory boards of the program to contribute to the processes of its development, review, and implementation activities. • The external community and the employers regarding their satisfaction with the characteristics and professional and personal skills of the alumni, as well as the contents of the program.

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 El-Qahtani	Dean, College of Education	Dr. Regea El-Qahtani	1438
	Dr. Mohamed Ali Assyri (Program Chair, and coordinator for Male section	Dr. Mohamed Ali Assyri	1438
	Dr. Hanan Othman Abuelenain	Coordinator, Female section	Dr. Hanan Othman Abuelenain	1438