

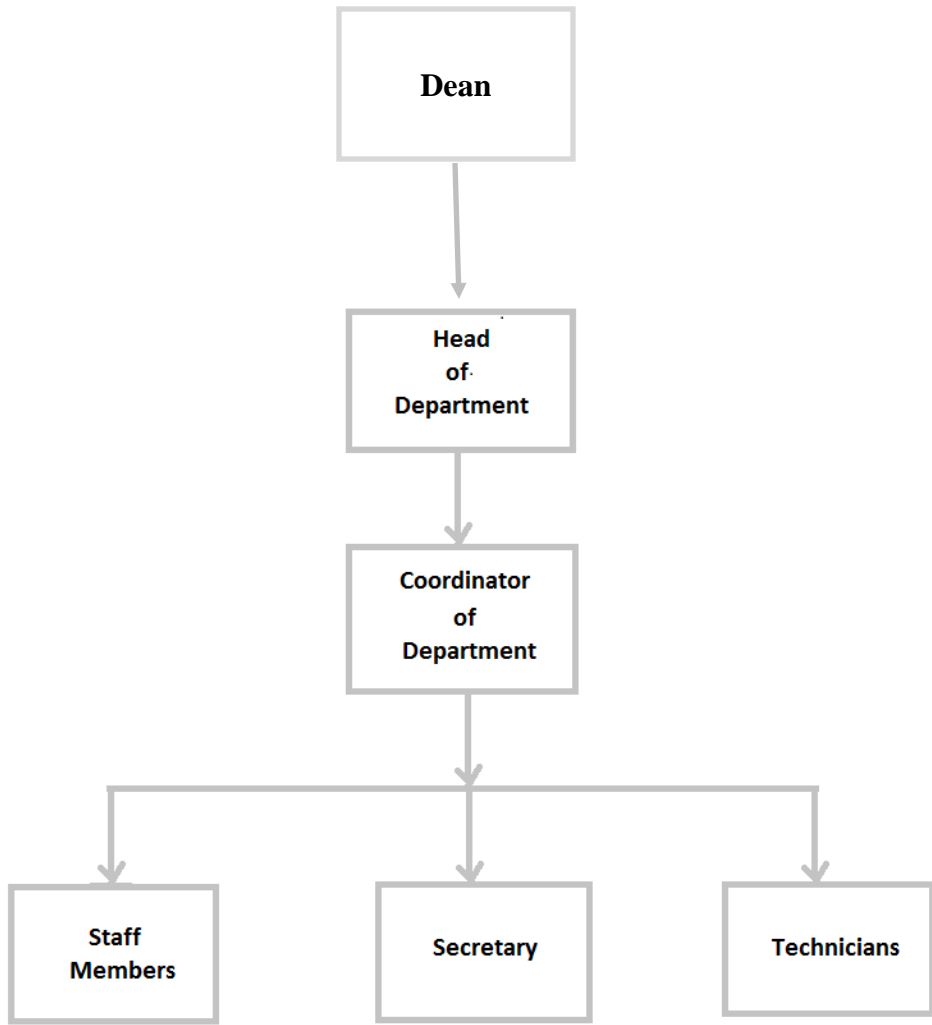


ATTACHMENT 3.

T4. PROGRAM SPECIFICATIONS

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.

Program Specifications

Institution: Najran University	Date: May. 2018
College/Department: College of Science and Arts / Physics Department	
Dean: Dr Abd-Elrahman Al Meady	Department Head: Prof. Mohamed Sultan El-Assiri
<p>Insert program and college administrative flowchart:</p> <div style="text-align: center; margin: 20px 0;">  <pre> graph TD Dean[Dean] --> Head[Head of Department] Head --> Coordinator[Coordinator of Department] Coordinator --> Staff[Staff Members] Coordinator --> Secretary[Secretary] Coordinator --> Technicians[Technicians] </pre> </div>	
List all branches offering this program:	

Location 1. College of Science and Arts -male branch / Main Campus.
Location 2. College of Science and Arts -female branch / Main Campus.

A. Program Identification and General Information

1. Program title and code: Physics (Education), PHYS
2. Total credit hours needed for completion of the program: 129 hours
3. Award granted on completion of the program Bachelor of Science and Education in Physics
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program) Only one track (Bachelor of Science and Education in Physics)
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) Not applicable
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) Teaching only
<p>7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/></p> <p>(b) Continuing Program <input checked="" type="checkbox"/> Year of most recent major program review <input type="text"/></p> <p>List recent major review or accreditation contracts. A periodic self-evaluation of the program under the supervision of the University Rectorship for Development and Quality in 1437 AH</p>
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. Chair Prof.: Dr Mohammed Sultan Al-Asiri. Coordinator (Male): Dr. Hussien Youssef Ammar. Coordinator (Female): Mrs Faiza Al Hamed.



هيئة تقويم التعليم
Education Evaluation Commission

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

Campus Location	Approval By	Date
Main Campus:	Council of Higher Education	1428
Branch 1:	-----	-----
Branch 2:	-----	-----

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.

- **provide professional teachers of physics.**
- **provide a new generation adopted to method of thinking according to scientific logic.**
- **Helping people of Najran to be able to contribute in the development of Najran Community.**

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

Mission of the 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"

Based on the requirements of the overall quality, the physics program is committed to the graduation of qualified and efficient competitive personnel educationally and scientifically to achieve excellence in the educational process and to contribute in knowledge-society.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? Yes ☒ No ☐

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

- 1- Physics Program provides the other departments with course file and get feedback.
2. Study the reports of these courses and the improvement plans described in these reports.
- 3 - Studying the results of students' evaluation of these courses
- 4 - Study the results (Grades) of students in these courses.
5. Holding sessions to discuss, with faculty members from these Departments, the recommendations of the program evaluation, especially points related to these courses.

b. Does the program require students to take courses taught by other departments? Yes ☒ No ☐

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

1. The other departments provide physics department with course file and get feedback.
2. Study the reports of these courses and the improvement plans described in these reports.
3. Studying the results of students' evaluation of these courses
4. Study the results (Grades) of students in these courses.
5. Holding sessions to discuss, with faculty members Physics Program, the recommendations of the program evaluation, especially points related to these courses.

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

☐ Yes ☒ No

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

Not Applicable

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).		
<p style="text-align: center;">To prepare highly qualified graduates with laboratory and teaching skills in physics that meets the educational requirements of the community.</p>		
2. List Program Goals (eg. long term, broad based initiatives for the program, if any)		
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.		
Goals and Objectives	Major Strategies	Measurable Indicators
Prepare highly qualified graduates with modern Knowledge in Physics.	<ul style="list-style-type: none"> • Use modern methods for teaching. • Upgrade courses according to standard levels. 	<ul style="list-style-type: none"> • 60% of the students achieve at least 60% of Knowledge learning outcomes. • 80% of students complete the course portfolio at the end of academic year
Providing students with the laboratory and teaching skills in physics	<ul style="list-style-type: none"> • Provide courses concerned with the practical aspect of physics. • Provide courses concerned with the educational aspect. • Using labs for experiments 	<ul style="list-style-type: none"> • 60% of the students achieve at least 60% of the learning outcomes of practical course. • Satisfaction of students about their learning experience $\geq 80\%$ •
Acquire students with practical skills in Physics by achieving high level standard of education	<ul style="list-style-type: none"> • Training courses and periodical workshops. • Field Training 	<ul style="list-style-type: none"> • Each staff member should attend at least two workshops every two years. • Satisfaction of employers about the graduate skills $\geq 80\%$
Providing students with problem solving and communication skills to Satisfy the requirements of the educational community.	<ul style="list-style-type: none"> • Implementation the problem solving strategies. • Applying team work projects. • Seminars 	<ul style="list-style-type: none"> • Employment rate for graduate $\geq 50\%$ after six months of graduation.

D. Program Structure and Organization

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

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

Curriculum Study Plan Table

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

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
1st Year Semester 1					
1st Year Semester 1	111 ISL-2	Introduction to Islamic Culture 1	Required	2	Sharia and Fundamentals of Religion
	201 ARAB-2	Arabic Language Skills	Required	2	Science and Arts
	102 ENG-3	Linguistic Texts	Required	3	Science and Arts
	110 EDU-2	Fundamentals of Education	Required	2	Education
	101 PHYS-4	Introduction to Physics	Required	(1+3)4	Science and Arts
	101MATH-3	Calculus I	Required	3	Science and Arts
1st Year Semester 2					
1st Year Semester 2	112 ISL-2	Islamic Culture II	Required	2	Sharia and Fundamentals of Religion
	202 ARAB-2	Arabic Writing	Required	2	Science and Arts
	151 SYC-2	Educational Evaluation	Required	2	Education
	121MATH-3	Calculus II	Required	3	Science and Arts
	110 PHYS-3	Mechanics I	Required	3	Science and Arts
	221 PHYS-3	Electricity	Required	3	Science and Arts
	241PHYS - 3	Heat and Thermodynamics	Required	3	Science and Arts
2nd Year Semester 1					
2nd Year Semester 1	113 ISL-2	Islamic Culture III	Required	2	Sharia and Fundamentals of Religion
	221 SYC-3	Educational psychology	Required	3	Education
	162 PHYS-1	Practical of Electricity	Required	1	Science and Arts
	212 PHYS-2	Vibration And Waves	Required	2	Science and Arts
	231 PHYS-3	Optics	Required	3	Science and Arts
	250 PHYS-3	Mathematical Physics I	Required	3	Science and Arts
	310PHYS-2	Mechanics -II	Required	2	Science and Arts
2nd Year Semester 2					
2nd Year Semester 2	114ISL-2	Islamic Culture IV	Required	2	Sharia and Fundamentals of Religion
	230 CURR-2	Curriculum	Required	2	Education
	369 SYC-2	Guidance & Psychological Counseling	Required	2	Education
	263PHYS-1	Practical of Heat	Required	1	Science and Arts
	315 PHYS-2	Classical & Relativistic Mechanics	Required	2	Science and Arts
	350 PHYS-2	Mathematical Physics II	Required	2	Science and Arts
	101 CHM-4	General Chemistry	Required	(1+3)4	Science and Arts
	221MATH-3	Calculus III	Required	3	Science and Arts
3rd Year					

Semester 1					
3 rd Year Semester 1	211 CURR-2	Computer in Education	Required	2	Education
	352 EDU-2	School Administration	Required	2	Education
	101 CS-3	Computer	Required	3	Computer science
	222 PHYS-3	Electronics -1	Required	3	Science and Arts
	264PHYS-2	Practical of Waves and Optics	Required	2	Science and Arts
	331 PHYS-3	Electromagnetic Theory I	Required	3	Science and Arts
	345 PHYS-2	Concepts Of Modern Physics	Required	2	Science and Arts
3 rd Year Semester 2					
	353 EDU-2	Educational Supervision	Required	2	Education
	341 CURR-3	The Means of Education Technology	Required	3	Education
3 rd Year Semester 2	341 PHYS-3	Statistical Physics I	Required	3	Science and Arts
	352 PHYS-3	Quantum Mechanics I	Required	3	Science and Arts
	264 PHYS-2	Experimental Of Modern Physics	Required	2	Science and Arts
	480 PHYS-2	Atomic Physics	Required	2	Science and Arts
	101 BIOL-4	General Biology	Required	4	Science and Arts
4 th Year Semester 1					
4 th Year Semester 1	360 EDU-2	Environmental Education	Required	2	Education
	354 CURR-3	Methods of Teaching Science	Required	3	Education
	435PHYS-2	Modern Optics And Lasers	Required	2	Science and Arts
	464PHYS-2	Experimental nuclear and solid state physics	Required	2	Science and Arts
	471 PHYS-3	Solid State Physics I	Required	3	Science and Arts
	481 PHYS-3	Nuclear Physics I	Required	3	Science and Arts
	498 PYIS-2	Special Topics	Required	2	Science and Arts
4 th Year Semester 2					
4 th Year Semester 2	476 CURR-8/M	Practicum	Required	8	Education
Include additional years if needed.					

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
The student spends a full semester (Last semester) as an intern in a school.

The field experience aimed at providing students with practical skills to work as Teachers of Physics
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester) Last semester (8th Level)
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester) one semester
d. Number of credit hours (if any) (8)

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
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? (eg. 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* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

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

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program

learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	State the main principles of physics and some principle of mathematics, chemistry and biology	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
1.2	Describe classical and modern theories of physics	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
1.3	Recognize physical phenomena based on theories of physics	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
1.4	State the main concepts of educational science, Arabic, English language and Islamic culture.	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
2.0	Cognitive Skills		
2.1	Explain the main concepts of physics, mathematics, chemistry and biology	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
2.2	Analyse problems in physics in scientific manner.	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
2.3	Interpret physical phenomena based on theories of physics .	Lecture and Discussion	Mid-term & final exams, Quizzes, Exit Exam.
2.4	Analyse practical data and interpret them	Lecture and Discussion Practical lessons in Labs	Mid-term & final exams, Quizzes, Exit Exam.
3.0	Interpersonal Skills & Responsibility		
3.1	Interact with the others and accept the opposite opinion	Lecture and Discussion Assignments Field Training	Observation Card, Interviews
3.2	Adopted to work as a group and to different circumstance and situations	Lecture and Discussion Assignments Field Training	Observation Card Interviews
4.0	Communication, Information Technology, Numerical		
4.1	Calculate mathematical equations to describe physical phenomena	Lecture and Discussion	Exit Exam, Observation Card
4.2	Illustrate experimental data and different physical theories using computer facilities	Lecture and Discussion Computer Lab sessions	Exit Exam, Observation Card
4.3	Oral communications and discussions	Lecture and Discussion Field Training	Exit Exam, Observation Card
5.0	Psychomotor		
5.1	Not applicable		

Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon)

Levels: I – Introduction I – Proficient II – Advanced (see next level)																					
		First Level					Second Level					Third Level									
	Learning Outcomes	101PHYS-4	110EDU-2	102ENG-3	201ARAB-2	111HISL-2	101MATH-3	241 PHYS - 3	221 PHXS-3	110 PHYS-3	121 MATH-3	151 SYC-2	202ARAB-2	112ISL-2	310 PHXS-2	162 PHXS-1	212 PHXS-2	231 PHXS-3	250 PHXS-3	221 SYC-3	113 ISL-2
1.0	Knowledge																				
1.1	State the main principles of physics and some principle of mathematics, chemistry and biology	I					I	I	P	P	P				P	A	A	A	A		
1.2	Describe classical and modern theories of physics							I	P	P					P		A	A	A		
1.3	Recognize physical phenomena based on theories of physics	I						P	P	P					P	A	A	A	A		
1.4	State the main concepts of educational science, Arabic, English language and Islamic culture.		I	I	I	I						P	P	P						A	A
2.0	Cognitive Skills																				
2.1	Explain the main concepts of physics, mathematics, chemistry and biology	I					I	I	P	P	P				A	A	A	A	A		
2.2	Analyse some problems of physics scientifically.	I						I	I	P					P		A	A	A		
2.3	Interpret physical phenomena based on theories of physics.							I	I	P					P		A	A	A		
2.4	Illustrate, analyse and interpret the experimental data.	I														A					
3.0	Interpersonal Skills & Responsibility																				
3.1	Cooperate and interact in a teamwork.	I														A					
3.2	enhance his capacity for self-study	I	I	I	I	I		P			P	P	P	A	A	A	A	A	A	A	A
4.0	Communication, Information, Technology, Numerical																				
4.1	Solve and calculate mathematical equations that describe physical phenomena	I					P	P	P	P	P				A	A	A	A	A		
4.2	Evaluate and illustrate experimental data and different physical theories using computer facilities	I														√					
4.3	Oral communications and discussions.	I	I	I	I	I		P	P	P	P	P	P	A	A	A	A	A	A	A	A
5.0	Psychomotor																				
5.1	Not applicable																				

		Fourth Level								Fifth Level								Sixth Level							
	Learning Outcomes	350 PHYS-2	315 PHYS-2	263 PHYS-1	101 CHEM-4	221 MATH-3	369 CYC-2	230 CURR-2	114 ISL-2	345 PHYS-2	331 PHYS-3	264 PHYS-2	222 PHYS-3	101 CS-3	352 EDU-2	211 CURR-2	480 PHYS-2	364 PHYS-2	352 PHYS-2	341 PHYS-3	101 BIOL-4	341 CURR-3	353 EDU-2		
1.0 Knowledge																									
1.1	State the main principles of physics and some principle of mathematics, chemistry and biology	I	I	I	I	I				P	P	P	P				A	A	A	A	A				
1.2	Describe classical and modern theories of physics	I	I							P	P		P				A		A	A					
1.3	Recognize physical phenomena based on theories of physics	I	I	I						P	P	P	P				A	A	A	A					
1.4	State the main concepts of educational science, Arabic, English language and Islamic culture.						I	I	I					P	P	P							A	A	
2.0 Cognitive Skills																									
2.1	Explain the main concepts of physics, mathematics, chemistry and biology	I	I	I	I	I				P	P	P	P				A	A	A	A	A				
2.2	Analyse some problems of physics scientifically.	I	I							P	P		P				A		A	A					
2.3	Interpret physical phenomena based on theories of physics.	I	I							P	P		P				A		A	A					
2.4	Illustrate, analyse and interpret the experimental data.			I								P						A							
3.0 Interpersonal Skills & Responsibility				I																					
3.1	Cooperate and interact in a teamwork.			I								P						A							
3.2	enhance his capacity for self-study	I	I	I	I	I	I	I	P	P	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A
4.0 Communication, Information, Technology, Numerical																									
4.1	Solve and calculate mathematical equations that describe physical phenomena	I	I	I		I				P	P	P	P				A	A	A	A					
4.2	Evaluate and illustrate experimental data and different physical theories using computer facilities			I								P						A							
4.3	Oral communications and discussions.	I	I	I	I	I	I	P	P	P	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A
5.0 Psychomotor																									
5.1	Not applicable																								

Eighth Level		476 CURR
Seventh Level		360 CURR-2
		354 CURR-3
		435 PHYS-2
		464 PHYS-2
		471 PHYS-3
		481 PHYS-3
		498 PHYS-3
	Learning Outcomes	



5. Admission Requirements for the program

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- <http://dadr.nu.edu.sa/#>

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

learning.)

- **All student marks are reviewed by another staff member.**
- **The test paper is evaluated by a faculty committee of evaluation and measurements.**

F Student Administration and Support

1. Student Academic Counseling

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

- **Academic consultant**
- **Each Staff responsible for academic consultations with number of students**
- **10 hours of staff members.**

2. Student Appeals

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

Regulations of study and exams booklet is attached. (Attachment 2)

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?

- **Central Library provides text books and electronic books.**
- **Internet service is available at no cost in the University.**
- **The Saudi digital library (SDL) is available at no cost in the University.**
- **The digital library for the deanship of libraries is available for free in the University.**

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

- **The staff members suggested reference and text books in the course specification**
- **Physics references and text book selecting committee**
- **Physics laboratories committee**
- **Council of Physics Department approval**

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

- **Student Questionnaire**

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

- **Student Questionnaire**

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

- **Physics references and text book selecting committee**
- **Council of Physics Department approval**
- **Council of faculty approval**

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.

- **Committee for selecting a new teaching staff**
- **Council of physics department approval**
- **Council of faculty approval**

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.

-A course report (include improvement recommendations) is performed by the end of each semester.

- Participation in the membership of the department council

- Participation in membership of committees emanating from the Council of the Department.

- Participate in the membership and activities of the Development and Quality Unit Committees at the College and the Program.

- Role of quality coordinator in the department.

- Participation in the preparation of the program report and improvement plans.

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

There is a College Advisory Boards provide the program with recommendations.

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 Deanship of Development and Quality in the university holds periodically workshops on effective teaching, education technology, better learning environment and similar topic for the professional development of the faculty.

b. Other professional development including knowledge of research?

- **Workshops are organized by the Deanship of Development and Quality of the university.**
- **The Deanship of Scientific Research supports the scientific projects.**
- **Conferences**

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.

New staff take an orientation workshop organised by the Deanship of Development and Quality.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

- **Not applicable.**

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

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

- **Staff of the department are attending training workshop in teaching and learning strategies organized by the Deanship of Development and Quality.**
- **Student Course evaluation.**
- **Course report**
- **Program report**

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

- **Analysis of the course file, student evaluation, questionnaire to graduated students.**

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) from current students and graduates of the program?

- Learning outcomes achievement is measured according to their marks by the means of the table of exam specifications.
- Students Surveys.

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

External Reviewer


(iii) from employers and other stakeholders.

- Employers Survey
- Alumni Survey

Attachments:

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

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Mohamed Sultan Alasiri	Proffessor		16/5/2018
Program Chair Branch 1				
Program Chair Branch 2				
Program Chair Branch 3				
Program Chair Branch 4				