

Department Council No. (9) approved it on Tuesday, 18/6/1414 H.

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).

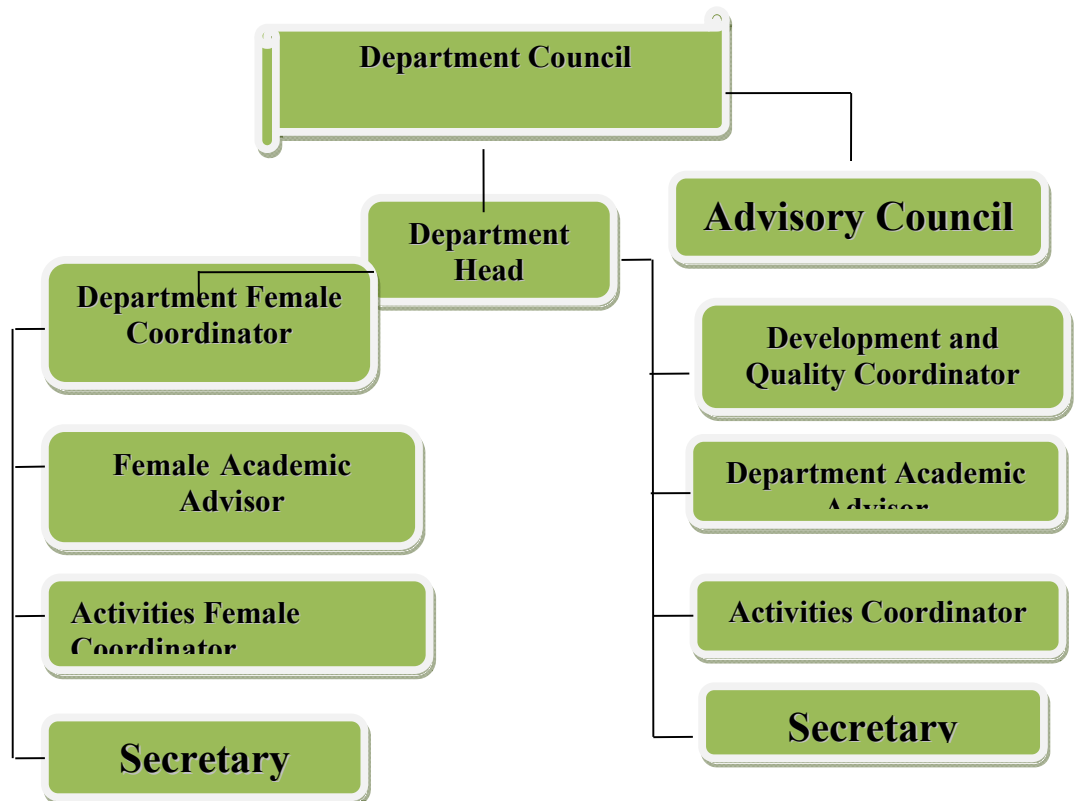
1. Institution : **Najran University**

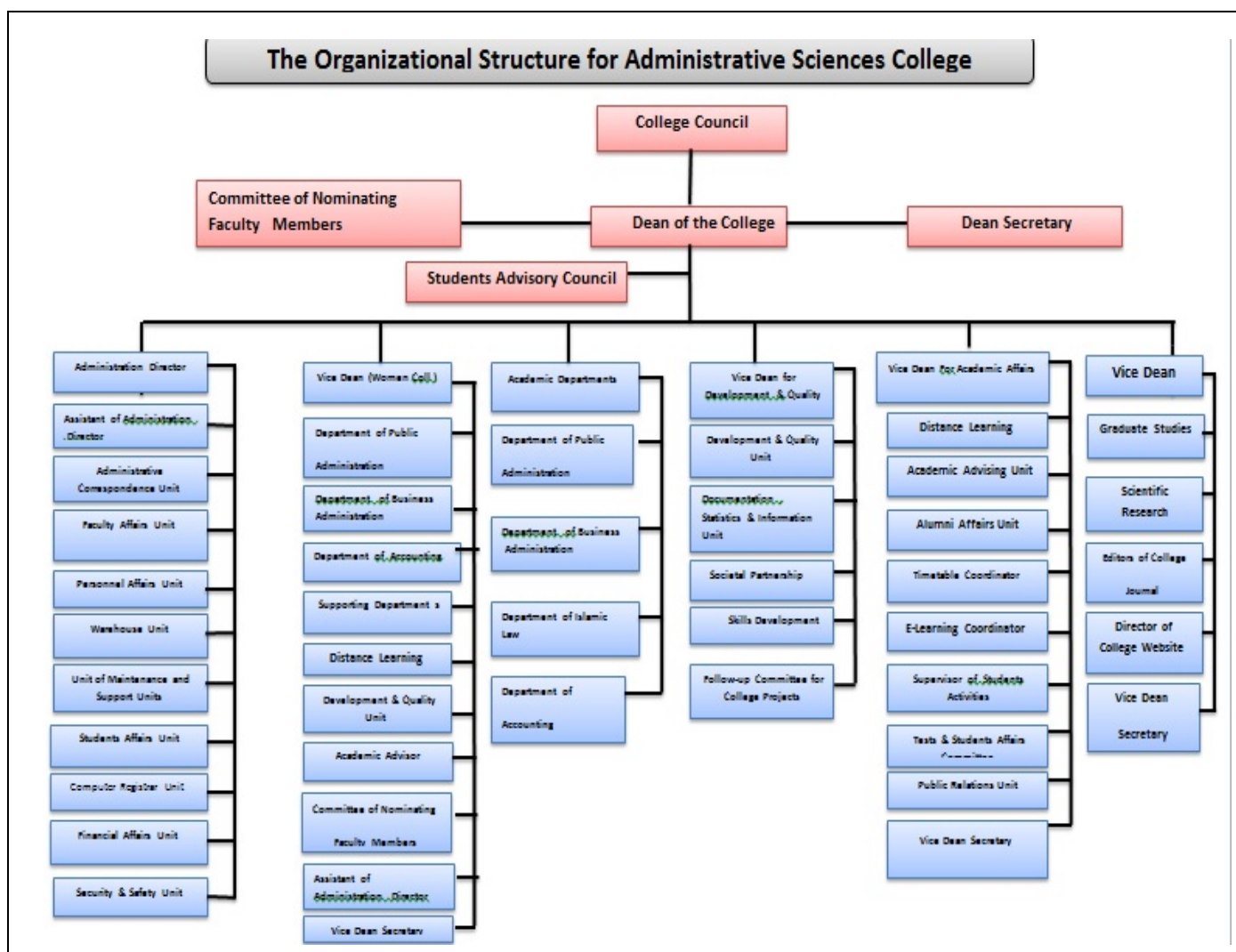
Date: **18-6-1439H**

2. College/Department: **College of Administrative Sciences / Department of Public Administration:**

3. Dean/ Department Head: **Dr. Atef Ibn Saad Ibn Atef Al-Shahri**

4. Insert program and college administrative flowchart:





5. List all branches offering this program:

Branch(1) : _____ N/A _____
 Branch 2 (2): _____ N/A _____

A. Program Identification and General Information

1. Program title and code:

Public Administration (PAD)

2. Total credit hours needed for completion of the program:

127 Hours

3. Award granted on completion of the program:

Bachelor in Public Administration

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):

N/A

5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program):

N/A

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)::

Graduates are qualified to occupy the following professions:

- Public sectors administrations, e.g. ministries, departments and universities.
- Supervisors of work affairs.
- Human resources administrations in public institutions.
- Departments heads of the supervisory simple jobs.
- Health departments and administrative jobs in public hospitals.
- Public Service Managers.
- Social Affairs.
- Administrative monitor.
- Civil Status Departments.
- Supervisory jobs in the educational administrations.
- Municipalities.
- Department of Environmental Protection.

While there is no early exit point within the program.

7. (a) New Program

No

Planned starting date

1428 H

(b) Continuing Program

1437H

Year of most recent major program review

Organization involved in recent major review (eg. internal within the institution)

Accreditation review by: Teaching and Learning Unit, Deanship of Development and Quality

Other _____None_____

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.

- 1- Dr. Khaled Salem Al- Atawi Head of Department
- 2- Dr. Khalid Hassan Mohammed Al-Bashir Student Affairs Coordinator
- 3- Dr. Hala Mohammed Imam Female Coordinator of Student Affairs

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

Campus Location	Approval By	Date
Main Campus:	Ministry Of Higher Education	1428 H
Branch 1: (1)	N/A	N/A
Branch 2: (2)	N/A	N/A

B. Program Context

. Explain why the program was established:

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

1. The need of public and private sectors for administrative cadres covering south of KSA, in particular, and the other regions, in general.

2. The need of public and private sectors for scientific researches and papers that contribute to solving the problems of the public and private sectors as well as improving their performance.

3. Contribute to community and administrative development programs through scientific researches and partnerships with public and private sectors as well as civil society organizations.

4. The need of the public sector for training and management consultation

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

There is a strong relationship between the program's mission regarding qualifying graduates who have the potential to manage public and private institutions as well as to work in the field of public administration, and providing knowledge in this field through an academic program that meets the needs of development and the mission of the College of Administrative Sciences which is based on providing scientific and practical knowledge in the administrative and financial fields, improving the intellectual levels of students through providing all research, consulting and training services, as well as designing curricula compatible with the mission of the university in the light of Islamic values. The program is one of the administrative areas that the college seeks to provide. It also contributes to improving the intellectual levels of students through providing research and training aspects that enhance their competences. Moreover, it provides the public sector consultations. It also has a remarkable relationship with the mission of the University of Najran, where its mission achieves the process of teaching and learning as well as conducting applied researches, meets the needs of the community and the labor market, contributes actively in sustainable development, and supports development process.

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

Yes

No

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

1. Reviewing the assessment of the students of other programs of the courses offered by Public Administration Program using questionnaires, annually contacting the head of the concerned department to identify the benefit and the potential of course development for the benefit of other programs, as well as discussing the results in the department council and approving notes.

2. Reviewing the course reports and the the faculty members' comments regarding the development of courses offered by the program in other programs at the college.

3. Periodic review by the scientific councils a swell as the internal and external evaluation of the program 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?

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

No

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

N/A

C. Mission, Goals and Objectives:

Program Mission Statement (insert):

Qualifying graduates who have the potential to manage public and private institutions as well as to work in the field of public administration, and providing knowledge in this field through an academic program that meets the needs of development

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

1. Providing students scientific knowledge in the field of public administration.
2. Developing the administrative skills of students to be qualified to work in public and private institutions.

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.

Major strategies	Measurable performance indicators	Measurable objectives
1. Lectures 2. Brainstorming 3. Seminars 4. Student Research	S4.5 proportion of the program graduates is 80%.	Providing students specialized knowledge in the field of public administration.
	PA5.1 proportion of the graduates' recruitment in public sector throughout the year of graduation is 20%	
	PA4.1 proportion of the graduates' recruitment in private sector throughout the year of graduation is 20 %.	
	PA4.2 proportion of the students enrolled in higher studies in the field of public administration throughout the year of graduation is 20%.	
1. Lectures 2. Brainstorming 3. Seminars 4. Student Research	S4.2 proportion of the students' satisfaction with the comprehensive report of the courses is not less than 75%.	Provide students management skills to work in public and private institutions so as to achieve sustainable development.
	S6.3 students and faculty members' evaluation of the digital library is not less than 75%.	
	S2.7 students' evaluation of faculty members' performance is not less than very good.	
	S3.1 general assessment of quality and learning experience is not less than 80%.	
	S5.3 proportion of the students' satisfaction with the academic guidance is not less than 80%.	
1.Information session before training 2.Field visits 3. Student Research	PA4.3 proportion of the students' success in completing the cooperative training is not less than 80%.	Provide the students field training to connect the theoretical and practical aspects of public administration.
	PA4.4 proportion of the training institutions' satisfaction with the students' knowledge and skills is not less than 70%.	

	PA4.4 proportion of the students' satisfaction with the field experience is not less than 70%.	
1. Laboratory training on modern technology use.	S7.2 proportion of the students' satisfaction with the services offered in the field of information technology is not less than 80%.	Provide students communication skills and self-learning in public administration.
2. Duties	S7.1 percentage of the annual expenditure on the program IT budget is approximately 80%.	
	PA4.4 the graduates' familiarity with basics of the computer is approximately 80%.	

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	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
Level 1	015ENGL	English language	Required	N/A	4	College
	101ACCT	Principles of Accounting	Required	N/A	3	College
	101 MGT	Principles of Management	Required	N/A	3	College
	111 IS 2	Introduction to The Islamic Culture	Required	N/A	2	College

	201ARAB 2	Language Skills	Required	N/A	2	College
Level 2	003MATH	administrative math	Required	N/A	3	College
	101COMP 3	Computer 1	Required	N/A	3	College
	101 PAD	Principles of Public Administration	Required	101MGT3	3	Department
	101BL	Introduction to law	Required	N/A	3	College
	112 IS 2	The Islamic culture2	Required	111IS2	2	College
	202ARAB 2	Arabic writing	Required	201ARAB2	2	College
Level 3	101 STAT	Statistics	Required	N/A	3	College
	102 COMP 2	Computer 2	Required	101COMP2	3	College
	201 ECON	Principles of micro Economics	Required	N/A	3	College
	202 PAD	Management in Islam	Required	101MGT3	3	Department
	202 QUA	Financial Mathematic	Required	N/A	3	College
	212 JUR	Jurisprudence of Transaction	Required	111IS2	3	College
Level 4	113 IS 2	The Islamic culture3	Required	111IS2	2	College
	202 ECON	Macro Economics	Required	201ECON3	3	College
	203 PAD	Administrative texts in English	Required	101PAD3	3	Department
	203 BL	Administrative law	Required	101BL3	3	College
	224 MGT	Organization behaviour	Required	101PAD3	3	College
Level 5	114 IS 2	The Islamic culture 4	Required	111IS2	2	College
	214 PAD	Secretarial and Office Management	Required	101PAD3	3	Department
	300 MGT	Strategic planning	Required	101MGT3	3	College
	312 PAD	Local Administration in KSA	Required	101PAD3	3	Department
	313 PAD	Public Finance	Required	202ECON3	3	Department

		Management				
	331 ACCT	Government Accounting	Required	101ACCT3	3	College
Level 6	206 MGT	Public Relations in Administration	Required	204PAD3	3	College
	307 MGT	Crisis and Disaster Management	Required	102 MGT3	3	College
	309 MGT	Total quality Management	Required	300MGT3	3	College
	314 PAD	Training & Management Development	Required	101PAD3	3	Department
	315 PAD	Administration Organization	Required	101PAD3	3	Department
	316 PAD	Civil Service	Required	101PAD3	3	Department
Level 7	332 ACCT	Management Accounting	Required	101ACCT3	3	College
	381 QUA	Operation Research	Required	-101STAT3 -003MATH3	3	College
	409 PAD	Hospital Management	Required	101 MGT3	3	Department
	410 PAD	Development Management	Required	314PAD3	3	Department
	417 PAD	Control	Required	101PAD3	3	Department
	418 PAD	Leadership	Required	101PAD3	3	Department
Level 8	301 MGT	Research Methodology in Management	Required	N/A	3	College
	413 PAD	Comparative Public Administration	Required	314PAD3	3	Department
	422 PS	International Organizations Management	Required	N/A	3	Department
	415 PAD	Cooperative Training	Required	N/A	3	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.
<p>a. Brief description of field experience activity :</p> <p>The student will start the field training in various departments relevant to the administrative activities he has studied in the program, including individual work as well as team work to develop his ability to work within the group and to assume the responsibilities of the work he has to do in the field of his specialization. The college and the training institution will formerly decide the department in which the student will train and the nature of this training.</p> <p>Training begins with information session on its aspects, evaluation mechanism, and the two field visits which the supervisor unexpectedly makes to make sure of the seriousness of the trainee and the training location. A specific model is used to evaluate these visits. Training institution assigns a supervisor to observe and evaluate the student at the end of training using the model he obtained at the beginning of training.</p> <p>The supervisor of the college can contact the student at any time to make sure of his attendance. The student can also contact the supervisor during working hours to discuss any problem relevant to the training. His</p>

<p>assessment is divided as follows: 40% by training institution. 20% for attendance and absence. 40% is dedicated to the report of field experience and the theoretical aspects the student covered in the educational institution. This can be identified in feedback which helps to measure the effectiveness of training by offering the students questionnaires to know their opinions on the training and its effectiveness. The questionnaire involves the advantages and disadvantages of training as well as suggestions for improvements.</p>
<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester) Eighth semester</p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p>Students will complete the cooperative training course at a number of government training sites for four hours a day during the first three days of each week and for eleven weeks. It starts at the beginning of the fourth week in the semester and ends at the end of the 14th week. Actual hours are measured as follows: Actual hours = (4) hours x (3) days x (11) weeks = (132) hours and equivalent to (3) academic hours approved in the study plan</p>
<p>d. Number of credit hours (if any) : 3 Hours</p>

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.)
<p>a. Brief description:</p> <p style="text-align: center;">N/A</p>
<p>b. List the major intended learning outcomes of the project or research task.</p> <p style="text-align: center;">: N/A</p>
<p>c. At what stage or stages in the program is the project or research undertaken? (e.g. level)</p> <p style="text-align: center;">N/A</p>
<p>d. Number of credit hours (if any) :</p> <p style="text-align: center;">N/A</p>
<p>e. Description of academic advising and support mechanisms provided for students to complete the project.</p> <p style="text-align: center;">N/A</p>
<p>f. Description of assessment procedures. (including mechanism for verification of standards)</p> <p style="text-align: center;">N/A</p>

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	Explain the basic concepts of management and its functions, basics of planning, crisis and disaster management strategy, public relations management and international organizations.	1. Lecture 2. Brainstorming 3. Research	1. Final exam 2. Midterm exam 3. Observation
1.2	Define skills of using computer, statistical and economic analysis, scientific research, rules of Arabic and English, and Islamic cultures.	1. Lecture 2. Brainstorming 3. Research	1. Final exam 2. Midterm exam 3. Observation
1.3	Explain accounting principles, regulations, and rules governing the management of public and private institutions, training and administrative development, as well as secretarial and office management.	1. Lecture 2. Brainstorming 3. Research	1. Final exam 2. Midterm exam 3. Observation
1.4			
2.0	Cognitive Skills		
2.1	Analyzes the administrative and financial problems facing public and private institutions.	1. Lecture 2. Brainstorming 3. Research 4. Field Training	1. Final exam 2. Midterm exam 3. Observation 4. Reports of training of both program and field's coordinators
2.2	Apply basic strategies in management, crisis and disaster management, organizations, secretarial and office management.	1. Lecture 2. Brainstorming 3. Research 4. Field Training	1. Final exam 2. Midterm exam 3. Observation 4. Reports of training of both program and field's coordinators
2.3	Collect data and information, conduct and interpret statistical and economic analyses, as well as draw conclusions.	1. Lecture 2. Brainstorming 3. Research 4. Field Training	1. Final exam 2. Midterm exam 3. Observation 4. Reports of training of both program and field's coordinators
2.4			
3.0	Interpersonal Skills & Responsibility		

3.1	Effectively works within groups and leads others.	1.Researches 2. Participation	1. Observation 2. Self-assessment 3. Colleague assessment
3.2	Takes over education, continues self-development, and adopts good manners in his personal and public relations.	1.Researches 2. Participation	1. Observation 2. Self-assessment 3. Colleague assessment
4.0	Communication, Information Technology, Numerical		
4.1	Writing and oral communication is effective	1.Researches 2. Participation	1. Observation 2. Self-assessment 3. Colleague assessment
4.2	Uses information, technical communication, as well as mathematical, statistical and accounting methods.	1.Researches 2. Participation	1. Observation 2. Self-assessment 3. Colleague assessment
5.0	Psychomotor		
5.1	N/A	N/A	N/A
5.2	N/A	N/A	N/A

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 and Learning Outcomes		202 ARAB 2	112 IS 2	101 BL 3	101 PAD 3	003 MATH 3	Second Level		201 ARAB 2	111 IS 2	101 MGT 2	101 ACCT- 3	015 ENGL 4	First Level
1.0	Knowledge													
1.1	Explain the basic concepts of management and its functions, basics of planning, crisis and disaster management strategy, public relations management and international organizations.	I	I	I	P	P			I	I	P	I	I	
1.2	Define skills of using computer, statistical and	I	I	I	P	P			I	I	P	I	I	

	economic analysis, scientific research, rules of Arabic and English, and Islamic cultures.													
1.3	Explain accounting principles, regulations, and rules governing the management of public and private institutions, training and administrative development, as well as secretarial and office management.	I	I	I	P	P			I	I	P	I	I	
1.4														
2.0	Cognitive Skills													
2.1	Analyzes the administrative and financial problems facing public and private institutions.	I	I	I	P	P			I	I	P	I	I	
2.2	Apply basic strategies in management, crisis and disaster management, organizations, secretarial and office management.	I	I	I	P	P			I	I	P	I	I	
2.3	Collect data and information, conduct and interpret statistical and economic analyses, as well as draw conclusions.	I	I	I	P	P			I	I	P	I	I	
2.4														
3.0	Interpersonal Skills &	I	I	I	P	P			I	I	P	I	I	

	Responsibility													
3.1	Effectively works within groups and leads others.	I	I	I	P	P			I	I	P	I	I	
3.2	Takes over education, continues self-development, and adopts good manners in his personal and public relations.	I	I	I	P	P			I	I	P	I	I	
4.0	Communication, Information Technology, Numerical	I	I	I	P	P			I	I	P	I	I	
4.1	Writing and oral communication is effective	I	I	I	P	P			I	I	P	I	I	
4.2	Uses information, technical communication, as well as mathematical, statistical and accounting methods.	I	I	I	P	P			I	I	P	I	I	
5.0	Psychomotor													
5.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Course Offerings NQF Learning Domains and Learning Outcomes		203 BL 3	203 PAD 3	202 ECON 3	224 MGT 3	113 IS 3	Fourth Level		202 PAD 3	102 COMP 2	202 QUA 3	101 STAT 3	201 ECON 3	Third Level
1.0	Knowledge													
1.1	Explain the basic concepts of management and its functions, basics of planning, crisis and disaster management strategy, public relations management and international organizations.	I	P	P	P	I			P	I	P	P	P	

1.2	Define skills of using computer, statistical and economic analysis, scientific research, rules of Arabic and English, and Islamic cultures.	I	P	P	P	I			P	I	P	P	P	
1.3	Explain accounting principles, regulations, and rules governing the management of public and private institutions, training and administrative development, as well as secretarial and office management.	I	P	P	P	I			P	I	P	P	P	
1.4														
2.0	Cognitive Skills	I	P	P	P	I			P	I	P	P	P	
2.1	Analyzes the administrative and financial problems facing public and private institutions.	I	P	P	P	I			P	I	P	P	P	
2.2	Apply basic strategies in management, crisis and disaster management, organizations, secretarial and office management.	I	P	P	P	I			P	I	P	P	P	
2.3	Collect data and information, conduct and interpret statistical and economic analyses, as well as draw conclusions.	I	P	P	P	I			P	I	P	P	P	
2.4														
3.0	Interpersonal Skills & Responsibility	I	P	P	P	I			P	I	P	P	P	
3.1	Effectively works	I	P	P	P	I			P	I	P	P	P	

	within groups and leads others.													
3.2	Takes over education, continues self-development, and adopts good manners in his personal and public relations.	I	P	P	P	I			P	I	P	P	P	
4.0	Communication, Information Technology, Numerical													
4.1	Writing and oral communication is effective	I	P	P	P	I			P	I	P	P	P	
4.2	Uses information, technical communication, as well as mathematical, statistical and accounting methods.	I	P	P	P	I			P	I	P	P	P	
5.0	Psychomotor													
5.1	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A	N/A	
5.2	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	N/A	N/A	N/A	

Course Offerings NQF Learning Domains and Learning Outcomes		307 MGT 3	316 PAD 3	315 PAD 3	306 MGT 3	314 PAD 3	309 MGT 3	Sixth Level	312PAD 3	331 ACCT 3	214 PAD 3	300 MGT 3	114 IS 2	Fifth Level
1.0	Knowledge													
1.1	Explain the basic concepts of management and its functions, basics of planning, crisis and disaster management strategy, public relations management and international organizations.	P	P	P	P	P			P	I	P	P	I	
1.2	Define skills of using computer, statistical and economic analysis, scientific research, rules of Arabic and English, and Islamic cultures.	P	P	P	P	P			P	I	P	P	I	
1.3	Explain accounting	P	P	P	P	P			P	I	P	P	I	

	principles, regulations, and rules governing the management of public and private institutions, training and administrative development, as well as secretarial and office management.													
1.4														
2.0	Cognitive Skills													
2.1	Analyzes the administrative and financial problems facing public and private institutions.	P	P	P	P	P			P	I	P	P	I	
2.2	Apply basic strategies in management, crisis and disaster management, organizations, secretarial and office management.	P	P	P	P	P			P	I	P	P	I	
2.3	Collect data and information, conduct and interpret statistical and economic analyses, as well as draw conclusions.	P	P	P	P	P			P	I	P	P	I	
2.4														
3.0	Interpersonal Skills & Responsibility													
3.1	Effectively works within groups and leads others.	P	P	P	P	P			P	I	P	P	I	
3.2	Takes over education, continues self-development, and adopts good manners	P	P	P	P	P			P	I	P	P	I	

	in his personal and public relations.													
4.0	Communication, Information Technology, Numerical	P	P	P	P	P			P	I	P	P	I	
4.1	Writing and oral communication is effective	P	P	P	P	P			P	I	P	P	I	
4.2	Uses information, technical communication, as well as mathematical, statistical and accounting methods.	P	P	P	P	P			P	I	P	P	I	
5.0	Psychomotor													
5.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Course Offerings NQF Learning Domains and Learning Outcomes			415 PAD 3	413 PAD 3	422 PS 3	301 MGT 3	المستوى الثاني	409 PAD 3	410 PAD 3	332ACCT 3	381 QUA 3	418 PAD 3	417 PAD 3	المستوى السادس
1.0	Knowledge													
1.1	Explain the basic concepts of management and its functions, basics of planning, crisis and disaster management strategy, public relations management and international organizations.		P	P	P	P		P	P	I	P	P	P	
1.2	Define skills of using computer, statistical and economic analysis, and scientific research, rules of Arabic and English, and Islamic cultures.		P	P	P	P		P	P	I	P	P	P	
1.3	Explain accounting		P	P	P	P		P	P	I	P	P	P	

	principles, regulations, and rules governing the management of public and private institutions, training and administrative development, as well as secretarial and office management.													
1.4														
2.0	Cognitive Skills		P	P	P	P		P	P	I	P	P	P	
2.1	Analyzes the administrative and financial problems facing public and private institutions.		P	P	P	P		P	P	I	P	P	P	
2.2	Apply basic strategies in management, crisis and disaster management, organizations, secretarial and office management.		P	P	P	P		P	P	I	P	P	P	
2.3	Collect data and information, conduct and interpret statistical and economic analyses, as well as draw conclusions.		P	P	P	P		P	P	I	P	P	P	
2.4														
3.0	Interpersonal Skills & Responsibility		P	P	P	P		P	P	I	P	P	P	
3.1	Effectively works within groups and leads others.		P	P	P	P		P	P	I	P	P	P	
3.2	Takes over education, continues self-development, and adopts good manners in his personal and public relations.		P	P	P	P		P	P	I	P	P	P	
4.0	Communication,		P	P	P	P		P	P	I	P	P	P	

	Information Technology, Numerical													
4.1	Writing and oral communication is effective		P	P	P	P		P	P	I	P	P	P	
4.2	Uses information, technical communication, as well as mathematical, statistical and accounting methods.		P	P	P	P		P	P	I	P	P	P	
5.0	Psychomotor		P	P	P	P		P	P	I	P	P	P	
5.1	N/A		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	
5.2	N/A		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	

5. Admission Requirements for the program

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

Admission Requirements:

Admission requirements for the program are similar to those for the other programs at the College, except for passing the preparatory year, they are as follows:

1. The student will be admitted only if he obtained 60 % in the general secondary completion exam and 40 % in abilities test.
2. He must have a high school certificate or equivalent degree either from the Kingdom or another country. He should have obtained this certificate or the equivalent one two years ago.
3. He should be well-mannered.
4. He should successfully pass any test or interview (if any).
5. He should be medically fit.
6. He should obtain the approval of the place of work, either private or public, to study.
7. He shouldn't have been dismissed from NU or any other university on an academic or disciplinary basis. If it turned out that he was formerly dismissed, his admission will be cancelled.
8. The applicant should meet the requirement defined by the Deanship of Admission and Registration at the University.
9. He shouldn't be enrolled for a degree in NU or another university. He shouldn't have previously enrolled, as well.
10. If he is late for the admission tests (if any) he won't be enrolled.
11. The file of the student, who is late for the interview (if any) with no acceptable excuse, shall be excluded.
12. The admission of the student, who doesn't meet the deadline with no acceptable excuse from the Deanship of Admission, will be cancelled.

1- <http://www.nu.edu.sa/education-regulations>

2-<http://www.nu.edu.sa/documents>

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance

<http://www.nu.edu.sa/documents>

b. Progression from year to year

<http://www.nu.edu.sa/documents>

The program adopts levels system (eight levels); each level is one semester; if the student successfully passes all courses of that level, according to progression requirements defined by the University, he can register in another level.

c. Program completion or graduation requirements.

The student graduates when he successfully passes all courses of the eight levels, with a general grade “pass” and GPA: 2 out of 5, within a five year period.

<http://www.nu.edu.sa/documents>

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.)

1. Random review of a sample of the students' booklets according to the program approved mechanism.
2. Evaluating the students' learning outcomes.
3. Peer's review at the program or at the other programs.
4. The external reviewer's report.

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).

Academic counseling is conducted throughout the semester according to the system and mechanism approved by the college, including the following steps:

- 1- Receiving the new students and honor the outstanding students at the beginning of each semester.
- 2- Each professor teach (8) hours (academic counseling course) in accordance with a printed schedule approved by the department head and the dean of the college.
3. Providing a complaint box and teach students how to appeal and complain.
- 4 – Conceptualize a process on how to deal with low achievers according to the semester circumstances and the the program potentials, e.g. availability of counselors, counseling places and students' response.

2. Student Appeals

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

Students' appeals related to academic issues are handled in accordance with the Study and Testing Regulations at Najran University as well as the appeals and complaints mechanism approved by the Academic Counseling System at the College of Administrative Sciences.

<http://www.nu.edu.sa/documents>

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference

<p>and other resource material including electronic and web based resources?</p> <p>A special form for the needs of books, references, periodicals, and electronic references as well as periodicals that meet the needs of learning resources available in the Central Library. Visitors have to fill in a membership form to take advantage of references, books and journals inside or outside the library.</p> <p>1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.</p> <p>References shall be counted using a form annually distributed by the Deanship of Library Affairs and approved by the department council.</p>
<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>In addition to the procedures for references and books acquisition to meet the needs of learning resources, such as curricula and scientific research for faculty members, at the program of public administration, an annual report is prepared to assess the adequacy of books and references that meet the requirements of courses and scientific research needed by faculty members at the program. In the same context, a report is being prepared on the adequacy of learning resources to achieve the targeted learning outcomes. Accordingly, the supply of references and books is planned.</p>
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>To assess the adequacy of books, references and learning resources available to students, a questionnaire is distributed to students to assess their satisfaction with library services and availability of learning resources. The program is keen to provide the library with books and references and a relevant report is being prepared. The program is also keen to assess the students' benefit from the books and borrowing system. This system is under the conditions and regulations of the Deanship of Library Affairs, including borrowing period, the number of books to be borrowed, the conditions of membership, and fines in case of books' damage or delay.</p>
<p>4. What processes are followed for textbook acquisition and approval?</p> <p>A questionnaire is distributed to faculty members to identify the needs of books and references that meet the requirements of the courses. References and books approved by the department council and listed within the framework of courses development or books update, shall be defined. The central library, which provides books, is notified after defining the required books and references. A list of books and references available in the central library is distributed.</p>

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.
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- 1- Recruitment process is carried out by His Excellency Dean of the College in consultation with the department coordinator and the review of their specializations to suit the program and the department.
- 2 - A team formed by the university or the college visits some Arab countries after the announcement for vacant jobs at college and interviews are locally conducted with the applicants. The staff, whose qualifications comply with the needs of the College and the requirements of the Ministry of Education in the Kingdom, are selected.
- 3- Saudi staff
 - A) Demonstrators
They are recruited when they meet the requirements, e.g. specialization, rate, age, written test and interview.
 - B) Lecturers and Ph.D. holders
They are recruited when they meet the requirements, e.g. specialization, age, rate of the bachelor degree, and the university classification if it is non-Saudi.

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.
 1. Notes of the course reports are defined every semester as well as discussed in the department council to be listed in the program review and development plan.
 2. The department will survey the students' views on the courses and discuss the evaluation report in the council to adopt the comments and list them in the program review and development plan.
 3. Conduct an internal review, discuss the external reviewer's evaluation, adopt the strengths and weaknesses of the program, and prepare an improvement plan in the light of observations.
 4. Conduct an external review, discuss the external reviewer's evaluation, adopt the strengths and weaknesses of the program, and prepare an improvement plan in the light of observations.
 5. The Program and Courses Development Committee submits the plan of improvement and development to Courses Development Committee under Quality and Development Unit at the College to be accredited in the College Council.
 6. Discussing the program quarterly report with faculty members to address weaknesses and reinforce strengths.
- 7 - Participation in the advisory council (committee) of the program.
 - b. Explain the process of the Advisory Committee (if applicable)
 1. The program advisory council holds one regular meeting, at least.
 2. The council provides feedback on the fundamental points of the program, such as learning outcomes, program objectives, goals and mission, as well as courses compatibility with the requirements of the labour market.

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.
 1. Holding workshops and training courses at the level of the Deanship of Development and Quality based on the plan of faculty members' needs in different programs.
 2. Holding internal workshops at the level of the program to provide support and support for new faculty members of the program and other programs at the College.
 3. Doing work cooperatively; a new faculty member shares another one so as to exchange experience and skill.
 - b. Other professional development including knowledge of research?
 - 1 – Creating scientific research plan with performance indicator to activate the faculty member's publications.
 2. Connect performance indicator of scientific research with publishing the papers that benefit quality and program development.

3 - Faculty members have to keep pace with the changes and developments of the courses they teach in the light of their specialization in order to benefit and develop the program.

4 – Motivating faculty members to publish and participate in conferences, seminars and specialized training workshops.

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.

A plan, comprising the activities, implementation day, implementation official, and implementation duration, has been developed to prepare the new faculty members, as follows:

Activity	Activity	Implementation Day	implementation Official	Implementation Duration
Welcome	Welcome the faculty member upon his arrival in Najran city.	Arrival Day	College Administration	According to case
	Provide a three-day accommodation on the expense of the University.	1 st , 2 nd , 3 rd	College Administration	According to case
	Assisting him move to permanent habitat.	2 nd	Dept. Welcome Committee	According to case
Social	Identifying the department faculty members and their administrative titles.	2 nd	Dept. Coordinator	15 min.
	Meeting the Dean.	2 nd	Dept. Coordinator	5 min.
	Meeting the college deputies.	2 nd	Dept. Coordinator	5 min.
	Meeting the administrative director of the college to identify him and to get employment documents	2 nd	Dept. Coordinator	5 min.
	Paying a visit to faculty members at the Department of Business Administration, Systems, and Accounting.	2 nd	Dept. Coordinator	10 min.
Cultural	Meeting the Department coordinator to identify customs and traditions in Najran, the administrative system of University and college, means of communication, important telephone numbers, and how to come to the College	3 rd	Dept. Coordinator	30 min.
	Discuss the procedures and steps required for residence and work commencement.	3 rd	Dept. Welcome Committee	30 min.
	Visit the buildings of College	3 rd	Dept. Welcome	10 min.

	of Administrative Sciences.		Committee	
	Visit to the buildings of the University administration.	3 rd	Dept. Welcome Committee	30 min.
	A visit to the halls of the College of Administrative Sciences	4 th	Dept. Welcome Committee	10 min.
Academic	Meeting to handle the academic aspects, such as admission and registration system, study plan, lectures, timetable, system of counselling; quality and development, work electronic system, as well as sign in and out.	4 th	Dept. Welcome Committee	30 min.
	Delivering brochures on the public administration program to explain the program mission, courses, quality system of the program, and data of the faculty members.	4 th	Dept. Quality Coordinator	5 min.

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.)

N/A

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

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

This is conducted in the light of the system of the approved program management which is based on the following procedures:

- 1- Periodic measurement of the fundamental and sub-indicators of the program.
- 2 - Conduct internal and external benchmark to determine to what extent the program achieves its mission and objectives.

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

1. Students' evaluation
2. Self-assessment of the faculty member
3. Peer evaluation

2. Overall Program Evaluation

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

<p>(i) From current students and graduates of the program</p> <ol style="list-style-type: none"> 1. Questionnaires for all students, final level students in the program, and graduates. 2. Electronic evaluation the students conduct at the end of each semester on courses, faculty members, facilities and equipment. 3. Student participation in the Advisory council and the Evaluation, Review and Development Committees.
<p>(ii) From independent advisors and/or evaluator(s)</p> <ol style="list-style-type: none"> 1. Internal evaluation of the program by an independent evaluator. 2. External evaluation of the program by an independent and specialized evaluator. 3. Evaluation of the beneficiary and College advisory Board. <p>This is conducted through the periodic reports of the internal and external independent evaluator, as well as the beneficiary surveys, e.g. students, employers and the program faculty members.</p>
<p>(iii) From employers and/or other stakeholders.</p> <p>Employers and stakeholders, such as parents, are involved in evaluating the program through surveys addressing the program learning outcomes, and how to solve the students' problems and provide them services.</p>

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
<p>Program Dean or program chair Main Campus</p>	<p>Dr. Khaled Salem Al -Atwi</p>	<p>Head of Department</p>		<p>18-6-1439</p>

**The Department council No. (9) approved it on
Tuesday, 18/6/1414 H.**