



جامعة المجمعة
Majmaah University

Program Specifications (PS)

Institution:	Majmaah University
Academic Department :	Faculty of Education \ Mathematical Department
Programme :	Mathematics (MATH).
Specification Approved Date :	8 /3 /1438 H

Muharram 1437 H



Program Specifications

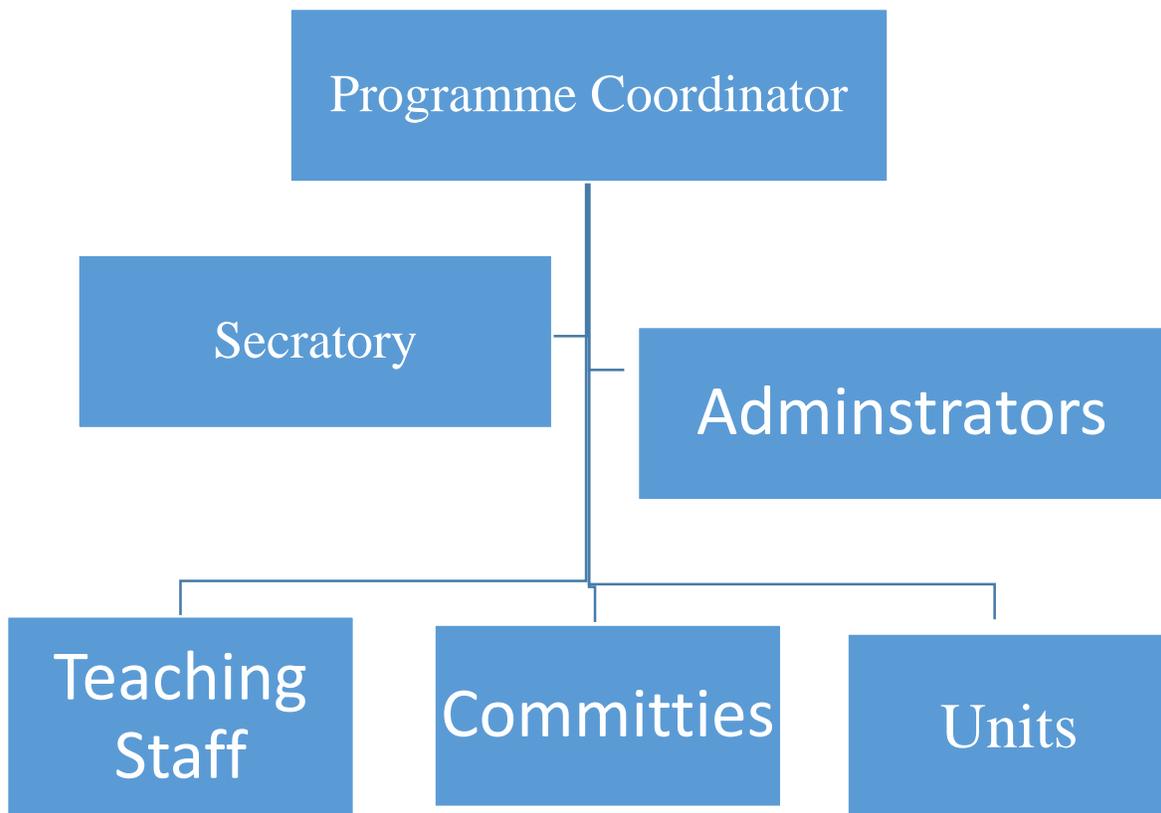
1. **Institution:** Majmaah University **Date:** 7 \ 3 /1438 H

2. **College / Department :** Faculty of Education \ Mathematical Department

3. **Dean / Department Head** Dr. Omima Elnour Saeed

4. **Insert program administrative flowchart :**

Organizational structure of the Department of Mathematics



5. List all branches/locations offering this program

Branch/Location 1.

The main building of the Faculty of Education, Zulfi .

Branch/Location 2. .

None

A. Program Identification General Information

1. Program title :	Mathematics	Code :	MATH
2. Total credit hours needed for completion of the program :	Complete 144 Credit hours.		
3. Award granted on completion of the program :	Bachelor of Mathematics - Educational		
4. Major tracks/pathways or specializations within the program :	General Mathematics		
5. Intermediate Exit Points and Awards (if any) :	There are no		
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program) include professions or occupations at each exit point) from the program (eg. diploma or associate degree) include professions or occupations at each exit point) :	The rehabilitation of the students is to :		
	1. The teaching profession, both in public education or university education.		
	2. Work in institutions that require skills in mathematics.		
7. (a) New Program	<input type="checkbox"/>	Planned starting date :	
(b) Continuing Program	<input checked="" type="checkbox"/>	Year of most recent major program review	1435
Organization involved in recent major review			
Accreditation review by : Majmaah University			
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)			
Dr. Omima Elnour Saeed		Programme Coordinator	
9. Date of approval by the authorized body :	13 /11 /1435 H		

(MoHE for private institutions and Council of Higher Education for public institutions).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: Majmaah	Majmaah University	13 /11 1435 H

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.

Is the same goal of establishing Majmaah University: Nine existing colleges and other three under construction were concluded to be as Majmaah University to cover numbers of provinces and centers which are: Majmaah, Gaaht, Remah, Hawtaat Sudair. The university attends its services to a big geographic region which contain many provinces, cities and abandonments that the general learning is fullfiment; and therefore this university will complete the learning system to their people and achieve the aim of the Ministry of higher Education towards the global university learning to cover all kingdom regions. This university will accepts the increasing number of higher school graduates, make the social and psychological stability for this region's student, mitigation at universities in big cities and the scientific and cultural mobility that it will add to the local society.

With work on community service broadly in several social awareness and educational fields and training for the possibility of improving professional and organizational performance of government agencies and facilities level by offering advanced courses and consulting in the majors available at the university.

Stages of the founding of this university culminated in the issuance of Royal Order number: A / 194 and the date of 30 January 1430, 27 th December 2009 appointed Dr. Khalid bin Saad bin Mohammed al-Muqrin as the University Rector in an excellent rank. To begin work in this university more broadly. By the excellency decision of president of Girls General Education Sheikh Abdul Malik bin Dehaish development (Intermediate College) and convert its name to: (College of Education), to grant bachelor's degree to teach intermediate and secondary schools, and has the approval of the opening of five departments: the Department of Physics and the Department of Arabic Language and the Department of Chemistry, and **Mathematics Department**, and the Department of Home Economics. Thus it becomes a tool to include all high school graduates in Zulfi province and surrounding villages and abandoned and is

seeking to develop and serve those communities through the graduation of scientific and professional competencies.

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

The program achieves the institutional mission and objectives which focus on graduating academic and scientific Competencies: Competitive which meet the needs of the labour market. This is shown in the Consistency models.

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

a. Does this program offer courses that students in other programs are required to take?	Yes	<input checked="" type="checkbox"/>
	NO	<input type="checkbox"/>

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

Course specifications of all courses offered by the programme to the other programmes..

b. Does the program require students to take courses taught by other departments?	Yes	<input checked="" type="checkbox"/>
	NO	<input type="checkbox"/>

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

Course specifications of all courses attended by the other programmes to our programme.

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

See attachment (D.5)

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

Special needs applicants in our programme are not serious conditions because of this the programme does not attended any special service or modifications.

C. Mission, Goals and Objectives

1 . Program Mission Statement :

Graduating educational and scientific qualified efficiencies by intended excellent programs according to the Quality standards to satisfy the society Requirements

List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. Have the ability to understand and transfer Mathematical information correctly	<ol style="list-style-type: none"> 1. The overall students evaluation of the programme learning experience 2. The ratio of students who entered the programme and completed in a least period 3. The ratio of students who entered the programme and completed the first year successfully 	<ol style="list-style-type: none"> 1. Lectures 2. Dialogue and discussion. 3. Self-study 4. Micro- teaching
2. The student contribute in scientific and knowledge progress by presenting academic scientific researches	<ol style="list-style-type: none"> 1. Adoption of the updated study plans from the Commission plans 2. Evaluation of the beneficiaries to the library services and Media Centre 3. Ratio of students to the teaching staff(full time or what qualified) 	Brainstorming Research and survey
3. Develop curriculums continuously according to the Quality Standards	<ol style="list-style-type: none"> 1. Ratio of courses which students made evaluation during the year 2. General students' evaluation of courses' quality 3. Evaluation of stakeholders' knowledge about programme mission and vision. 	<ol style="list-style-type: none"> 1. Lectures 2. Self-study 3- Cooperative learning
4. Use computer programs and languages to solve mathematical tutorials and problems	<ol style="list-style-type: none"> 1. Evaluation of the beneficiaries to the Data Technology(Existence, Security, Repairment. Equipment and Devices) 2. Ratio of teaching staff and employee who attended activities to the Society. 	<ol style="list-style-type: none"> 1. Lectures 2. Self-study 3- Cooperative learning
5. Prepare the student to participate in the scientific conferences, seminars, training courses and workshops	<ol style="list-style-type: none"> 1. Ratio of teaching staff who have accepted doctoring certificates 2. Number of published scientific research and in scientific journals 	<ol style="list-style-type: none"> 1. Researches 2. Self-study 3- Cooperative learning

	<p>Court for each full time teaching staff</p> <p>3.Ratio of teaching staff who have at least one accepted research in the previous year</p> <p>4.Students' evaluation of the academic advising services.</p>	
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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).

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	* Pre-Requisite Courses	Credit Hours	College or Department Or University
Prep Year	NO Preparatory Year					
1st Year Semester 1						
Level(1)	SALM 101	Introduction to Islamic Culture	Elective	None	2	University
	ARAB 101	Arabic language skills	Elective	None	2	University
	SOCH101	Contemporary Social Issues (elective)	Elective	None	2	University

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department Or University
	EDU 116	Teaching techniques and Communication skills	Required	None	2	College
	EDU 117	Fundamentals of Islamic Education	Required	None	2	College
	EDU 118	The System and Policy of Education in KSA	Required	None	2	College
	MATH 111	Calculus (1)	Required	None	2 (1+2)	Department
	PHYS 111	General physics(1)	Required	None	2 (1+2)	Department
	Chem111	General chemistry (1)	Required	None	2 (1+2)	Department
1st Year Semester 2						
Level 2	SALM102	Islam and Society (elective)	Elective	None	2	University
	EDU126	Developmental Psychology	Required	None	2	College
	MATH 121	Calculus (2)	Required	Pre-requisite MATH 111	4(3+2)	Department
	MATH 124	Analytic Geometry	Required	None	4(3+2)	Department
	MATH 122	The Foundations of Mathematics	Required	None	3(2+2)	Department
	STAT 123	Principles of Statistics and Probability	Required	None	3(2+2)	Department
2nd Year						

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department Or University
Semester 1						
Level 3	LHR101	Voluntary Work	elective	None	2	University
	EDU216	Psychological Health	Required	Pre-requisite EDU126	2	College
	EDU217	Principles of Educational Research	Required	None	2	College
	MATH 212	Calculus in Several Variables	Required	Pre-requisite MATH 121	4(3+2)	Department
	MATH 214	Linear Algebra	Required	Pre-requisite MATH 122	3(2+2)	Department
	MATH 213	Vector Analysis	Required	Synchronous MATH 212	4(3+2)	Department
2nd Year Semester 2						
Level 4	SALM 103	Economic System in Islam	Elective	None	2	University
	EDU226	Educational Psychology	Required	Pre-requisite EDU126	2	College
	STAT 223	Principles of Probability - Distribution Theory	Required	Prerequisite STAT 123	3(2+2)	Department
	MATH 224	Introduction to ordinary Differential Equations	Required	Prerequisite MATH 212	4(3+2)	Department
	MATH 225	Statics	Required	Prerequisite MATH 213	4(3+2)	Department
	MATH 222	Number Theory	Required	Prerequisite MATH 122	3(2+2)	Department
3rd Year Semester 1						

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department Or University
Level 5	EDU316	Administration and Educational Planning	Required		2	College
	EDU317	Production of E-learning resources	Required		2	College
	MATH 311	Numerical Analysis	Required	Prerequisite MATH 214	4(3+2)	Department
	MATH 313	Mathematical Applications	Required	Prerequisite MATH 212	4(3+2)	Department
	MATH 312	Real Analysis (1)	Required	Prerequisite MATH 224	4(3+2)	Department
	MATH 314	Mathematics Lab	Required	-	2(1+2)	Department
3rd Year Semester 2						
Level 6	EDU326	Teaching Strategies	Required	None	2	College
	EDU327	Curricula	Required	None	2	College
	MATH324	Mathematical Methods	Required	Pre-requisite MATH 224	4(3+2)	Department
	MATH 327	Mathematical Applications on the Computer	Required	Pre-requisite MATH 311	3(2+2)	Department
	MATH 322	Group Theory	Required	Prerequisite MATH 214	3(2+2)	Department
	MATH 323	Introduction to Topology	Required	Prerequisite MATH 312	4(3+2)	Department
4th Year Semester 1						
Level 7	EDU416	Modern Trends in Teaching Strategies	Required	Pre-requisite EDU326	2	College

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department Or University
	EDU417	Educational Evaluation	Required		2	College
	MATH 413	Complex Analysis	Required	Prerequisite MATH 312	3(2+2)	Department
	MATH 414	Rings and Fields	Required	Prerequisite MATH 322	3(2+2)	Department
	MATH 415	Introduction to Partial Differential Equations	Required	Prerequisite(MATH 324	4(3+2)	Department
	MATH 412	Real Analysis (2)	Required	Pre-requisite MATH 312	4(3+2)	Department
4th Year Semester 2						
Level 8	EDU 428	Training course (Math)	Required	Pre-requisite EDU 326 EDU 416	6(0+6)	College
	MATH 421	Differential Geometry	Required	Prerequisite MATH 224	4(3+2)	Department
	MATH422	Introduction in Functional Analysis	Required	Pre-requisite MATH 412	3(2+2)	Department
	MATH 425	Research project	Required	Complete 108 credit hours	2(0+2)	Department
	STAT 421	Introduction to statistical inference	Required	Pre-requisite STAT 223	3(2+2)	Department
<i>Include additional years if needed.</i>						

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

Training course.

a. Brief description of field experience activity

Training course is aimed to attend teaching experiences to the trainers and preparing her psychologically, professionally, administratively and educationally to be a teacher; through giving her the chance of practicing the actual teaching, and apply all knowledge, theorems and skills she gained with a specified

supervisor who give her a suitable feedback which modify and progress her teaching behavior, and encouraging her to select, apply and assess the suitable teaching methods and educational techniques.

b. At what stage or stages in the program does the field experience occur?

(eg. year, semester)

Level 8 / 4th year

c. Time allocation and scheduling arrangement.

(eg. 3 days per week for 4 weeks, full time for one semester)

2 days per week over 15 weeks almost per semester.

d. Number of credit hours *(if any)*

6 hours per week

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.)

a. Brief description

Student's contribution in scientific progress and knowledge though attending excellent scientific and academic researches with the supervision of the supervisor committee of the research project. Students attend their research's proposal the committee revise them and attended them to the teaching staff to select the supervisor who follow up the students during the semester. At the end of the semester two arbitrators to assess the project and the final mark is held on the academic university site.

b. List the major intended learning outcomes of the project or research task.

The student contribute in scientific and knowledge progress by the presenting academic scientific researches

c. At what stage or stages in the program is the project or research undertaken?

(e.g. year, semester)

Level 7 or when the student complete 108 out of 144 credit hours.

d. Number of credit hours *(if any)*

2 credit hours.

e. Description of academic advising and support mechanisms for students.

Provides academic support and guidance in every week to meet teaching staff members to specific groups for each member and show the students how much progress and what disabilities faced by each of them and what are the possible suggestions for that

f. Description of assessment procedures

(including mechanism for verification of standards)

40 Marks to the work of the year and 60 Marks on the research prepared by the student and the extent of observance of the foundations of scientific research , or to the final exam for the other courses.

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

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
A	Knowledge		
a.1	The ability to understand fundamentals of mathematics in different fields	Lectures and collaborative work.	Midterm final tests homework. Evaluation of discussions
a.2	Whole knowledge about the latest developments in mathematic by overiewing modern scientific researches, which interested in issues and solutions	discussions and tutorial research	
a.3	Preparation of students in the professional practice programs so that graduates are aware of the regulations , regulations of the profession , its technical requirements and how to improve it over time in response to changes in surrounded conditions	Training course (Math) Micro-teaching lessons.	
B	Cognitive Skills		
b.1	Giving students the ability to solve exercises, tutorials and mathematical issues.	Solving problems strategies	1.written or oral Tests, 2. Evaluating Discussions 3. Evaluating home works.
b.2	The student can use logical and creative thinking and has the ability to face and solve problems	Brainstorming	
b.3	Making survey, understand and evaluation of the information , concepts and new evidence from different sources	Survey . Collaborative learning	
C	Interpersonal Skills & Responsibility		
c.1	The student is responsible for her self-learning by using books, references, and scientific journals.	1. Dialogue and Discussions 2. Collaborative learning. 3. Self-study 4.Survey	Evaluating Discussions Evaluating home works Oral tests
c.2	Practice of group's leadership in different situations which requiring innovative responses		
c.3	The ability of students to configure communication skills with others		
D	Communication, Information Technology, Numerical		
d.1	Determination of the relevant statistical and mathematical methods when examining issues and problems, and applying them	Lectures, exercises	- homework – Evaluating their research.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
	creatively in interpretation of information and suggesting solutions	computer labs equipped with the appropriate specialized programs. research	discussion of teaching staff seminars - questions with long answers
d.2	Preparing students to participate in seminars and workshops related to the specialization to exchange information with others		
d.3	Effective communication : verbally and in writing and presentation of different issues for different cautious properly		
E	Psychomotor		
e.1	Not applicable	Not applicable	Not applicable

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach 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(Introduce) R = Reinforce (Proficient) E = Emphasize (Advanced)

		نواتج التعلم للبرنامج وفقا للاطار الوطني للمؤهلات												
		Knowledge			Cognitive Skills			Interpersonal Skills & Responsibility			Communication, Information Technology, Numerical			Psychomotor
		a.1	a.2	a.3	b.1	b.2	b.3	c.1	c.2	c.3	d.1	d.2	d.3	E
courses	Math 111	I			I									
	Math 121	I		I	I								I	
	Math 122	I		I	I						I		I	
	Stat 123	I	I	I					I		I		I	
	Math 124	I		I	I				I			I	I	
	Math 212	R			I			I					I	
	Math 213	R			I			I			I		I	
	Math 214	I		I	I			I					I	
	Math 222	I			I			I					I	
	Stat 223	R						I					I	

نواتج التعلم للبرنامج
وفقا للاطار الوطني للمؤهلات

	Knowledge			Cognitive Skills			Interpersonal Skills & Responsibility			Communication, Information Technology, Numerical			Psychomotor
	a.1	a.2	a.3	b.1	b.2	b.3	c.1	c.2	c.3	d.1	d.2	d.3	E
Math 224	R			I			I					R	
Math 225	I			I			I					R	
Math 311	R			R	I		R					R	
Math 312	R			R			R					R	
Math 313	R	I		R		I	R				R	R	
Math 314	I				R		R	R		R		R	
Math 322	R						R					R	
Math 323	E	R				I	R			R		R	
Math 324	R			R			R					R	
Math 327	R			R	E		R	R				E	
Math 412	R			R		R	E			E		E	
Math 413	E						E					E	
Math 414	E						E					E	
Math 415	E	R		E		R	E			R	E	E	
Math 421	E	R		E		E	E	E		E	E	E	
Math 423	E	R				E	E			E		E	
Math 424		E					E	E	R			E	E
Stat 423	E						E	E				E	
EDU 428			E					E	E			E	

5. Admission Requirements for the program

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

Attach: handbook of admission

See the attachment(D.5)

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance.

b. Progression from year to year.

c. Program completion or graduation requirements.

a. Attendance:

see the attachment (D.6)

b. Progression from year to year:

programme studying system is level system whenever the student complete the previous course she can enrol the second one until she finish the study plan

c. Program completion or graduation requirements:

Student must complete 144 credit hours to complete the programme and then graduate

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement :

(eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

Quizzes, Home works, researches, midterm, final exam and student achievement file.

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. Official hours are determined for each member of teaching staff and held up to the student in the announcing board.
2. The time table of the academic supervision services is also shown to the student and connecting each member with her students' group in the edugate website.
3. Electronic communication with the academic advisor to ensure continuity of contact.
4. Action questionnaires electronically.

2. Student Appeals :

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

The student hold up her appeals about her marks in a certain course, the college management send to department. A committee is made from the student's affair coordinator, programme coordinator and the course coordinator. Recheck will be done and they will concerns whether the student worth the increment or not

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?

The college management send to the programme to account their references and books in the library and send their needs and the management bring them.

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

1. The programme hold up its needs of books and references according to the course specification to the college management which provide them.

2. The programme establish its own library and all programme courses' books are available.

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

Teaching staff must coincides the course's content with the book's or reference's content

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

Coincides the course's content with the book's or reference's content

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

The programme hold up its needs of books and references according to the course specification to the college management which provide them.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

The programme account the shortage of the specific field, hold it up to the college management which make its effort to bring a member from inside or out side.

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.

Committee with members is taken by the department council or other units committees to discuss their units plans which reviewed by the programme supervision committee and their application is managed by the programme coordinator.

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

Advisory Committee see plans and reports which made for the programme's improvement and progress. They hold two meeting during the semester.

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. Attending training courses and workshops done for professional progress.
2. Continuous progressing of teaching strategies and assessment methods by the course coordinator and the experienced members in this field to achieve learning outcomes of the programme.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

1. Scientific seminars to discuss a member research.
2. Research project course supervision be periodical and not to be focused on one member.

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..

The plans unit coordinator explain the study plan components of the programme to the new teaching staff, accordingly the member know her/his course component and its relation and effect on the whole programme.

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.)

No part time and visiting teaching staff. In the programme. But our future vision is to contract with them to qualify our lectural and demonstrators.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

(eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies) .

1. Training teaching staff for the different types of teaching strategies.
2. Every teaching staff modify her/his course specification with a new teaching strategies and assessment methods to be achieved and in accordance evaluating students.

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

The continuous follow up of the programme management by holding committees and entering some applicable lectures of the micro teaching strategies.

Course evaluation questionnaire...

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? programme evaluation and student's experience questionnaire
(ii) From independent advisors and/or evaluator(s)? independent evaluator: Their opinion in the self-evaluation module (Starburst) independent advisors: Their opinion in the committee of the supervision committee..
(iii) From employers and/or other stakeholders.. From the recruiters opinion questionnaire

Attachments :

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

Authorized Signatures

<i>Dean /Chair</i>	<i>Name</i>	<i>Title</i>	<i>Signature</i>	<i>Date</i>
<i>Program Dean or Program Chair Main Campus</i>	<i>Program Chair Dr.Omima Elnour Saeed</i>	Professor assistant	Omima	8/3/1438 H

D.5. Admission Requirements for the program

شروط القبول للجامعة	
1	أن يكون حاصل على شهادة الثانوية العامة أو ما يعادلها من داخل المملكة أو من خارجها
2	ألا يكون قد مضى على حصوله على الثانوية العامة أو يعادلها مدة تزيد خمس سنوات، ويجوز لمجلس الجامعة الاستثناء إذا توفرت أسباب مقنعة.
3	أن يكون حسن السيرة والسلوك
4	أن يجتاز بنجاح أي اختبار أو مقابلة شخصية يراها مجلس الجامعة
5	أن يكون لائقاً طبياً
6	أن يستوفي أي شروط أخرى يحددها مجلس الجامعة وتعلن وقت التقديم

شروط التخرج في الكلية:	
1	يتخرج الطالب بعد إنهاء متطلبات التخرج بنجاح حسب الخطة الدراسية على ألا يقل تقديره عن مقبول (أي لا يقل معدله التراكمي عن 2 من 5، ولمجلس الكلية بناء على توصية مجلس القسم المختص تطبيق نظام إعادة حساب المعدل التراكمي، وذلك في حال نجاحه في المقررات ورسوبه في المعدل التراكمي بتحديد مقررات مناسبة يدرسها الطالب لرفع معدله التراكمي وفقاً للقواعد الآتية: (أ) يجب ألا يزيد مجموع الوحدات الدراسية للمقررات المستبعد حسابها من المعدل التراكمي عن 15% من مجموع وحدات مقررات خطة الطالب الدراسية. (ب) عند إعادة حساب المعدل التراكمي يمكن استبعاد التقديرات راسب (هـ) ومحروم (ح) ومنسحب برسوب (سح). (ج) يجب ألا يتجاوز معدله التراكمي بعد إعادة حسابه 2 من 5. (د) يجب أن يتضمن السجل الأكاديمي جميع تقديرات المقررات التي درسها الطالب، والتقديرات التي حصل عليها في كل مرة. (هـ) يشترط لاستبعاد أي تقدير لمقرر درسه الطالب أن يكون الطالب قد أعاده بنجاح.
2	لا يعد الطالب متخرجاً إلا بعد صدور موافقة مجلس الجامعة على منحه الدرجة العلمية.
3	ترفع عمادة القبول والتسجيل لمجلس الجامعة أو من يفوضه مذكرات التخرج لعرضها في أقرب جلسه بعد انتهاء الاختبارات النهائية ورصد الدرجات، وترفع مذكرات تخرج إفرادية في حالات الطلاب الحاصلين على تقدير غير مكتمل (ل) أو الذين يسمح لهم باختيار بديل في مقرر أو أكثر في آخر مستوى دراسي لبرنامج التخرج، أو من في حكمهم حال استكمالهم متطلبات التخرج ويعتبر آخر فصل دراسي في سجل الطالب هو فصل التخرج.
4	يمنح كل خريج وثيقة تخرج يوضح فيها باللغتين العربية والإنجليزية المعلومات التالية: تاريخ التخرج بالهجري والميلادي، اسم الطالب رباعياً، جنسيته، رقم السجل المدني، الكلية، التخصص، المسار إن وجد، الدرجة العلمية، التقدير، ومرتبة الشرف إن وجدت، وتوقع الوثيقة، وتختتم من عميد القبول والتسجيل. يمكن إصدار وثيقة تخرج بدلاً من المفقودة وتوضع عليها عبارة "بديل مفقود".

D/6. Student attendance rule:

سعادة عميد كلية
السلام عليكم ورحمة الله وبركاته
وبعد

فبناءً على ما يردنا وكالة الجامعة للشؤون التعليمية من استفسارات
حول إدخال التأخر والغياب للطلاب فإننا نود من جميع الزملاء الالتزام
بالتالي :

1. يحتسب الطالب متأخراً عن المحاضرة إذا حضر خلال الدقائق الخمس الأولى.
 2. يحق لعضو هيئة التدريس تغيب الطالب عن المحاضرة إذا حضر بعد الدقيقة الخامسة من بداية المحاضرة .
 3. إذا سجل على الطالب تأخر ثلاث محاضرات فإن النظام يحتسبها غياب محاضرة واحدة.
 4. لا يحق لعضو هيئة التدريس إلزام الطلاب بانتظاره في قاعة المحاضرة مدة تتجاوز "15" دقيقة.
- ونهب بجميع الزملاء في حالة عدم تمكنهم من الحضور إبلاغ الطلاب بذلك استشعاراً منا للمسؤولية تجاههم وإشعارهم بأهميتهم ودورهم الإيجابي في الجامعة .
- سائلين للجميع دوام التوفيق والسداد.
- وتقبلوا تحياتي ،،

وكيل الجامعة للشؤون التعليمية
د.أحمد بن علي الرميح



جامعة المجمعة
Majmaah University

Program Specifications (PS)

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2 (a)