جامعة المجمعة
Majmaah University

VISION رؤيــــة
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

PROGRAM SPECIFICATIONS

Ramadan 1438 H , June 2017

Institution: ....
Academic Department : ....
Programme : ....
Specification Approved Date : …../ … / …… H

Institution :   **Date:**
College/Department :
Dean/Department Head :
Insert program and college administrative flowchart :
List all branches offering this program: **Branch 1.** …………………………………………………………………………….. **Branch 2.** …………………………………………………………………………….. **Branch 3.** …………………………………………………………………………….. **Branch 4.** ……………………………………………………………………………..

A. Program Identification and General Information

1. Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
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)
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)
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)

7. (a) New Program ☐   Planned starting date ☐

   (b) Continuing Program ☐   Year of most recent major program review ☐

List recent major review or accreditation contracts.

   1- ………………………………………………….

   2- ………………………………………………….

   3- ………………………………………………….

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.

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

Campus Location	Approval By	Date
Main Campus:		
Branch 1:		
Branch 2:		
Branch 3:		
Branch 4:		

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.

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

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

If yes, what has been done to make sure those courses meet the needs of students in the other programs? ☐ No

b. Does the program require students to take courses taught by other departments? ☐ Yes

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program? ☐ No

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?

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

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.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1.	1. 2. 3.	1. 2. 3.
2.	1. 2. 3.	1. 2. 3.
3.	1. 2. 3.	1. 2. 3.
4.	1. 2. 3.	1. 2. 3.

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.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Prep Year						
		Prerequisite				
Level 1						
Level 2						
Level 3						
Level 4						

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Level 5						
Level 6						
Level 7						
Level 8						
	Include additional levels if needed (i.e. summer courses).					

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
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)
d. Number of credit hours (if any)

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
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (eg. level)
d. Number of credit hours (if any)
e. Description of academic advising and support mechanisms provided for students to complete the project.
f. Description of assessment procedures (including mechanism for verification of standards)

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			
1.2			
1.3			
1.4			
2.0	**Cognitive Skills**		
2.1			
2.2			
2.3			
2.4			
3.0	**Interpersonal Skills & Responsibility**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1			
4.2			
5.0	**Psychomotor**		
5.1			
5.2			

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)

Course Offerings	NQF Learning Domains and Learning Outcomes																
	Knowledge				Cognitive Skills				Interpersonal Skills & Responsibility			Communication, Information Technology, Numerical			Psychomotor		
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2		4.1	4.2		5.1	5.2	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	
…																	

Course Offerings	NQF Learning Domains and Learning Outcomes																
	Knowledge				Cognitive Skills				Interpersonal Skills & Responsibility			Communication, Information Technology, Numerical			Psychomotor		
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2		4.1	4.2		5.1	5.2	
…																	
…																	
…																	
…																	
…																	

5. Admission Requirements for the program

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

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.

E. Regulations for Student Assessment and Verification of Standards

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.)

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).

2. Student Appeals

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

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?

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

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

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

4. What processes are followed for textbook acquisition and 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.

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.

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

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?

b. Other professional development including knowledge of research?

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.

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.)

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

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

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

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?

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

(iii) from employers and other stakeholders.

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				
Program Chair Branch 1				
Program Chair Branch 2				
Program Chair Branch 3				
Program Chair Branch 4				