

University of Tabuk
Vice-Presidency for Academic Affairs
Administration of Academic Programs and Study Plans

**Procedural Guide for the Academic Programs and
Study Plans**

“Our Excellence is Our Outcomes”

Introduction:

Academic programs and study plans are the essential elements in the education process. They are also considered the key driver of any educational system and the main reference to all cutting-edge changes in the field. Thus, developing the process of academic programs, study plans, and course books is inevitable to assure the distinction in providing education and the quality of learning outcomes in all different areas. Adding to that, developing and updating academic programs needs to cope with the requirements of sustainable development and the changing needs of the labor market. According to that, we can see the remarkable, complementary role of the university as an educational institute besides other society components on the local, regional, and global levels. In order to assure concentrating on the most important elements of the educational process and the importance of harmonizing the requirements of the educational outcomes of the labor market, the University of Tabuk, has built its procedural manual based on the following:

- (The University of Tabuk' Second Strategic Plan: 2018-2022)
- Saudi Vision (2030)

The University of Tabuk has set the procedural manual for the academic programs and study plans as a guideline reference for colleges and departments in case there is any update, developing, suspending or cancelation of any academic program. This manual is also used to build study plans based on the regulations and the academic or administrative procedures usually used to create or update academic programs. It is also used for creating study plans, courses, work models and maps of the processes that have been designed and developed to facilitate the procedures, and facilitate their completion, the thing that leads to achieving the quality of the outcomes regarding the academic programs and updated/new study plans.

Definitions

This section contains definitions of the basic terms contained in this manual:

Administration:

Administration of Academic Programs and Study Plans at the university.

Student:

All students at the University of Tabuk in various campuses.

Academic Program:

All academic programs that grant an academic degree, including graduate programs, undergraduate programs, professional diploma programs, post-pre bachelor's diplomas. The academic program includes a range of courses, activities of all kinds, and outputs to be achieved and all the requirements of graduation and obtaining a degree in the specific specialization.

Study Plan:

Whether compulsory or optional, it is the total courses a student should study to get an academic degree in a specific major. The plan includes the previous and concurrent requirements for each course and total accredited hours in addition to the different levels.

Course:

Scientific content, activities, and experiences consistent with learning outcomes within the study plan adopted in each program and have clear teaching strategies and means of measurement and evaluation.

Credit Hours:

A standard amount of the student's expected time to achieve learning outcomes for an academic program

Contact Hours:

Total scheduled teaching hours to achieve learning outcomes for an academic program depending on the method of teaching the course and to be calculated according to the academic program's standard number of credit hours.

Administration of Academic Programs and Study Plans:

The Administration of Academic Programs and Study Plans at the University of Tabuk seeks to develop its services in both levels scientific/academic and practical techniques, to ensure high quality through the adoption of the policy of continuing improvement, and the contribution in the building of study plans and creating or developing academic programs adapted to their outcomes with the requirements of the labor market. This can be achieved by building partnerships with the houses of expertise or surveying employers in the public and private sectors to learn more about their needs for programs and skills.

1- Vision:

Distinguished academic programs comprising outstanding plans and learning outcomes that are linked to the labor market

2- Mission:

To provide support and training to develop academic programs in various colleges and departments at the University of Tabuk, preparing qualified graduates competing in the local, regional and international labor market.

Objectives of the Administration of Academic Programs and Study Plans

The Administration of Academic Programs and Study Plans aims to provide quality services, contribute to the development of academic programs, curricula and study plans with a well-studied scientific approach, and simplify the procedures followed to do so in coordination with the various colleges and their departments.

The most important objectives can be summarized as follows:

- 1- Contribution to the development of the educational process in building study plans, curricula, teaching methodologies, measurement and evaluation methods and ensuring their quality through the integration of functional roles with colleges and related departments.
- 2- Harmonizing the professional standards of professions needed by the labor market with national and international bodies and institutions, academic programs and study plans established at the university.
- 3- Achieving efficiency in the Administration of Academic Programs and Study Plans through improving working methods and the followed procedures.
- 4- Enhancing the principle of transparency in the adoption and follow-up of the development of academic programs, study plans and curricula.
- 5- Contributing to the consistency of the university's educational outcomes, academic programs, courses, and labor market needs through specialized periodic studies.
- 6- Following-up on the development of academic programs and study plans in coordination with the academic departments of the various colleges.

Key Tasks of the Administration of Academic Programs and Study Plans:

The process of organizing the development of the educational process in various aspects, like the preparation of programs in accordance with local, regional and international standards, supervising the evaluation of curricula, plans and courses, is characterized by quality. Thus, continuous improvement of the working methods and procedures is the main objective of the Administration of Academic Programs and Study Plans. Therefore, the most important tasks of Administration of Academic Programs and Study Plans are:

- 1- To proceed with the procedures of accreditation of academic programs and study plans in accordance with the regulations and standards adopted in the Administration of Academic Programs and Study Plans, quality assurance standards and local and international requirements.
- 2- To focus on the elements of creativity, leadership, future skills, and self-learning in study plans to ensure the distinction of all these elements and make them in line with local and international modern practices and educational needs.
- 3- To supervise the process of developing the general preparatory courses, organise them, and make sure that their topics are kept up with the labour market requirements.
- 4- Follow up the level of achieving institutional outputs of the university by including them in various programs and activities.
- 5- To supervise the implementation of academic programs and courses in various colleges for the various degrees granted by the university.
- 6- To review the curriculum for more improvement and development and supervise executive plans for curriculum development projects.
- 7- To follow-up on committees' performance related to the Administration of Academic Programs and Study Plans.
- 8- Arbitration of academic programs, curricula, study plans, and supervision of the implementation of study plans and procedural plans and follow-up in addition to the evaluation of their implementation.
- 9- To simplify the administrative and technical procedures of the Administration of Academic Programs and Study Plans by preparing their evidence, designing the models used, developing them and pursuing their implementation.
- 10- To develop the skills of those involved in programs and study plans and improve their performance by identifying the training needs of the Administration of Academic Programs and Study Plans staff.
- 11- To identify the different needs of the Administration of Academic Programs and Study Plans such as human resources, supplies and equipment, and make sure that they are available.
- 12- To prepare periodic reports on the Administration of Academic Programs and Study Plans and their achievements and propose the development of the performance of its human resources and submitting them to the related body.
- 13- To approve the university's requirements and contribute to identifying and facilitating the communication between departments, colleges and the labor market.

- 14- Any other new tasks related to the Administration of Academic Programs and Study Plans.

5. Organizational Structure of the Administration of Academic Programs and Study Plans:

The organizational structure of the Administration of Academic Programs and Study Plans was built in proportion to the key processes and to the support which the department performs according to its tasks and responsibilities, taking into account the flexibility of this, as shown in the chart.

The basics and regulations of creating and developing academic programs:

There are some basics and regulations that must be taken into account when creating or developing an academic program or course plan, and they are as follows:

- 1- The consistency between the objectives of the program and vision, mission and objectives of the department, college, university, and the philosophy of higher education in Saudi Arabia and the institutional learning outcomes of the University of Tabuk.
- 2- Clarity of the measurable objectives to be achieved by implementing the academic program and covering specialization's knowledge, skills, experiences, and values.
- 3- Keeping up with academic programs and study plans for local, regional, and modern international cutting-edge knowledge in the specialty.
- 4- Benefiting from the experiences of prestigious local, regional and international universities in creating and developing academic programs, study plans and curricula through benchmarking comparisons.
- 5- When making a benchmark comparison for peer programs and benchmark comparisons for courses, the selection of an academic program must be from a university ranked among the top 200 universities in the world according to one of the international academic rankings:

Shanghai Classification, Universities Rankings: uniRank, QS World University Rankings, US News.

- 6- To comply with the forms of the Administration of Academic Programs and Study Plans when creating, developing, suspending, activating, and cancelling the academic programs and study plans.
- 7- Creating, developing, suspending, activating, and cancelling academic programs and study plans by raising them through the Department Council and the College Council.
- 8- Prepare a student guide and update it constantly, and that guide must contain the study plan of the academic program and all the instructions a student needs.
- 9- Modification, deletion or addition to the study plan in the Student Information System (SIS) is not allowed without the approval of the Administration of Academic Programs and Study Plans and after submitting this to the relevant committees.

- 10- To comply with the priorities when making any modification or development to the study plan or academic program, accredited by the vice presidency for academic affairs at the university.
- 11- Promoting the principles of integrating academic programs and involving other departments and colleges in implementing these programs as much as possible.
- 12- The relevant department teaches the course, and no other corresponding course is created if a department teaches this course with the same contents. (Example: a course of statistics in any study plan is only taught by the Department of Statistics).
- 13- In case there is another course similar in contents to be created and in the same field with some specialized objectives, this course must be taught by the specialist staff in this field and under the relevant department supervision and only if the similarity between the two courses is more than 70%, for example, Educational Statistics in the special education master program, taught by a specialist in educational statistics from the Department of Statistics.
- 14- To comply with the criteria that distinguish academic plans and programs, and they are:
 - 10.1.** Adopting the process of creating or developing academic programs is a real need for the labor market in both public and private sectors in Saudi Arabia. This fact is based on scientific studies, benchmark comparisons, and surveys of relevant colleges' specialists and advisory committees.
 - 10.2.** The creation of the academic program and its courses, activities and expertise should depend on the standards of the specialty accreditation bodies accredited locally or internationally and ensure that these bodies selections are compatible with the standards of the Education and Training Evaluation Commission (e.g., ABET for engineering specialties).
 - 10.3.** Courses should provide students with experience and activities that qualify them for local or international tests in specialization (e.g. Tests of the National Center for Assessment in Higher Education).
 - 10.4.** In addition to the scientific and specialized skills of the academic program, the program must take into account students` identity and personality and give them 21st-century skills, which must be seen in all courses, activities, communication skills, and critical thinking skills, research skills, etc.
 - 10.5.** The study plans for the various academic programs should include field training and/or practical experiences that enable students to earn the required skills to prepare them for the labour market requirements.
 - 10.6.** The department responsible for providing the academic program should seek partnerships with labor market institutions and hold cooperation agreements in training and employment with the Department of Programs and Study Plans.
 - 10.7.** The department responsible for e academic program should provide (faculty and staff) and equipment (e.g. halls, laboratories, and tools) efficiently and sufficiently.

10.8. Courses should include modern teaching strategies to ensure that the skills acquired by the student are linked to the needs of the community and the labor market.

10.9. Provide diverse and effective educational sources to support the course activities.

10.10. The course study plan should include E-learning work methods and modern techniques in teaching.

10.11. Taking into account the emotional objectives in the student's personality and not limiting them to cognitive and knowledge arguments when building the academic program.

Standards of Evaluating and Developing Academic Programs:

1. Taking into account the principle of prioritizing the development of academic programs, plans and approaches.
2. Taking into account the foundations of sustainable development in Saudi Arabia in line with the reality of the Kingdom's vision for the future.
3. Taking into account the results of the institutional learning of the University of Tabuk.
4. Taking into account reality, available resources and future requirements: The analysis of the current situation must take into account all the current and potential circumstances and dimensions.
5. Considering the application of the concept of inclusiveness and integration, the study plan is comprehensive in all aspects, and its elements can have a role to play in the educational process. It is characterized by the integration of theory, application, and skill.
6. The course and its outcomes must comply with international standards and the Education and Training Evaluation commission standards.
7. The consistency between the academic program contents and the message and objectives of the department and the college concerned and the compatibility between its outputs and the institutional outputs of the University of Tabuk.
8. The accuracy of data and statistics, based on realistic and objective studies, and the necessary information for development from data, results, studies and reference comparisons.
9. Flexibility: So that the study plan is adjustable in accordance with the desired objectives.
10. Continuity of evaluation and development to avoid rigidity in the plans and basic contents of the academic program.
11. To follow the general and basic principles of academic programs and study plans adopted by the Administration of Academic Programs and Study Plans.
12. Compliance with the approved procedural steps and various updated forms.

Evaluation and Development of Academic Programs

1. Survey the opinions of faculty members in the relevant departments inside and outside the college.
2. Survey students` opinions in the relevant departments inside and outside the college.

3. Survey the advisory committees of the relevant colleges and employers in the public and private sectors to identify their needs for programs and skills and the labour market needs.
4. Listing the academic programs, plans and curriculum that need to be developed and updated.
5. Setting development priorities for academic programs, plans and curriculum.
6. Analyze the quarterly and final results of a student's assessment in each proposed development program.
7. Using research, scientific studies, and literature in the field of academic program specialties.
8. Identify the main and procedural objectives of the proposed academic programs to be developed in accordance with the requirements of sustainable development in the Kingdom.
9. Developing the matrix of objective performance indicators for inputs, processes, and outcomes to measure the level of progress in achieving the desired goals.
10. Start the procedures of building study plans for academic programs and choose their courses according to the regulations of the Administration of Academic Programs and Study Plans.
11. Complete the procedures of adopting the development of the proposed academic program or the study plan and courses related to it.

Coding rules for study plan courses:

Following the coding rules in order to standardize the coding process as the following:

- 1- Each department is given a code consisting of (3-4) initials in English only, and these initials show the department name or its job.
- 2- 2. general preparatory courses are encoded by the department providing the course, and the encoding must be done in coordination with the program and study plans department.

Department	Code	Department	code
Arabic	ARAB	Computer Science	CSC
Anatomy	ANAT	Education	EDU
Histology	HIST	Economics	ECON
Engineering	ENG	Business	BUSI
Accounting	ACCT	Management	MANG
Statistics	STAT	Mathematics	MATH

7. Benefiting from the scientific research and studies and the literature review in the academic specialties fields.
8. Identifying the major objectives of the academic programs suggested for development in the way that suits the sustainable development of the Kingdom.

9. Preparing subjective performance, input and outputs indicators aiming to measure progress in achieving the goals.

10. Starting to build the academic plans for the academic programs and identify their academic course according to the basics approved for managing the academic programs and plans.

11. Completing the suggested academic program, the plan or the development of its courses procedures

Rules of numbering and coding the study plan

Numbering and coding the courses should be adhered to for unifying the process. The following coding and numbering method should be followed:

Department	Code	Department	Code
Arabic language	ARAB	Computer Science	CSC
Anatomy	ANAT	Education	EDU
Histology	HIST	Economics	ECON
Engineering	ENG	Business	BUSI
Accounting	ACCT	Management	MANG
Statistics	STAT	Mathematics	MATH

3. When coding a course, take the course level into accounts. The phrase, prior requirement in the course plan is added with specific courses that students have to take and successfully pass before studying other higher courses. This is left to the concerned departments.

4. Courses that belong in nature and content to other departments of science are coded with the syllabus code of the science department that teaches the course. For example, the “Special Education Program “statistics course is coded with a statistics section code, not a unique education code.

5. A course is given a three-digit number, as follows:

The hundreds digit represents the academic year when the course is taught. The ones and the tens digits represent the order of the course in the teaching plan of the program.

The year			The code
Ones	Tens	Hundreds	
1	0	2	ARAB
2	0	4	MATH
1	1	1	EDU
0	1	3	MANG
1	0	5	ANAT

Regulations for building a matrix of learning outcomes and assessment methods:

The academic programs and courses learning outcomes matrix are considered one of the most important results associated with a prior planning of the theoretical or the practical academic programs or the environmental studies. Therefore, accuracy and objectivity must be taken into account when estimating learning outcomes according to the following regulations:

1. General regulations:

1. Each expected learning outcome must be accomplished through at least a single course, therefore, expected learning outcomes must be connected to the curriculum plan of the program.
2. If there is a learning outcome without a course, a new course must be found that does not conflict with the total approved hours of the school plan.
3. Each course of the curriculum plan must contribute to at least one learning outcome. More than one course can achieve one or more of the intended learning outcomes.
4. Coordination between the staff members and the other academic programs of the faculty must be considered when preparing the expected learning outcomes matrix to benefit from their experiences.

2. Drafting regulations:

1. Targeted learning outcomes are divided into several levels according to the models of the course description by the authority of learning and training assessment.
2. It contains clear, precise, and unambiguous measurement indicators.
3. Easy to observe and assess quantitatively and/ or qualitatively.
4. Centered on learner`s behavior rather than a learning activity.
5. Its phrase and sentences are limited to one verb.
6. The sentence of the learning outcomes description must be in the present simple
7. It represents all areas of learning.

3. The performance assessment indicator regulations:

1. Should be specific and meaningful
2. should be measurable
3. Should be verifiable
4. Should be accurate and honest
5. Should be comparable
6. Should be countable and compressible

4. Teaching strategies regulations:

1. Should focus on the learner
2. Should keep pace with modern teaching trends
3. Should encourage interaction and communication between students and staff members
4. Should encourage cooperation among students
5. Should encourage active learning

6. Should link the different learning activities and strategies to the expected learning outcomes

5. Assessment regulations:

1. Assessment and evaluation methods are appropriate for targeted learning outcomes
2. Explain assessment and evaluation procedures to students at the start of the course
3. Use appropriate, credible, and reliable mechanisms to verify students` achievement level in the courses
4. Use the matrices to ensure that all students` planned learning outcomes areas are covered
5. Use the following assessment and evaluation methods :

A. Direct methods:

- Projects
- Worksheets and reports
- Tests
- Assignments
- Presentations
- Portfolios
- Vocational tests

B. Indirect methods:

- Students` questionnaires
- Graduates` questionnaires
- Feedback from employers.
- Individual and collective discussions.
- Statistical and data report.

Continuous training and support for teaching staff:

The Administration of Academic programs and Study Plans has developed a clear and specific approach to the training of teaching staff on how to develop academic programs and academic plans, where the qualification completed by a certificate is a prerequisite for those working in the area of academic program development and study plans and includes the following themes:

1. How to conduct a study to assess the needs of the labor market and graduates.
2. Identify the principles and controls adopted in the development and creation of academic programs.
3. Learn about the technical requirements for creating or developing an academic program or a specialized scientific path.
4. Procedures for the development or introduction of an academic program or a specialized scientific course.
5. Mechanisms for the consultation of experts and stakeholders from academics and employers.
6. Methods of studying the current status of academic programs and curricula and their decisions.

7. Procedures for evaluating and developing academic programs.
8. Recognize the encoding and numbering rules for the course of the school plan.
9. Procedures for preparing a matrix of learning outcomes for the academic program and academic decision.
10. Procedures for the preparation of a matrix of academic program consistency or specialization with the national qualification framework.
11. Procedures for the preparation of the operational plan for the academic program or the scientific track.
12. Introducing a mechanism for comparing the proposed academic program with the corresponding programs locally, regionally and internationally.
13. Introducing a mechanism for comparing courses with peer courses locally, regionally and internationally.

Procedures for the development, introduction, freezing, activation or cancellation of an academic program or a specialized scientific course:

Procedures for the development or introduction of an academic program or a specialized scientific course:

1) The first phase: Preparation and planning phase:

An academic program, or a specialized scientific course, is implemented, created or developed based on a study conducted to meet the need for scientific skills and the needs of the labor market. Therefore, the following should be used:

- Views of competencies from faculty members.
- Evaluate and self-assess course graduates.
- Governmental guidance and official reports.
- Students or graduates opinions.
- Surveys of private enterprise.
- Official reports of Ministry of Human Resources and Social Development, Ministry of Labor, Ministry of Economy and Planning.
- National framework of qualifications.
- Statistical periodic reports/General Department of Statistics.

1/1 Study of the current status of programs and their educational results:

The purpose of the current status study is to give a picture of the possibilities of the academic program, to evaluate and develop it in various aspects, in order to seek to improve the educational environment and to provide it with all the appropriate components to increase the efficiency and effectiveness of the university's output.

The inputs to the current status study of the program are as follows:

1. National orientations according to the requirements of sustainable development in the Kingdom.
2. Polls for teaching staff and current and graduate faculty, students.
3. Polls of experts and academics with competence.
4. Opinion polls of employers' experts in the labor market.
5. Periodic statistical reports issued by the Admission and Registration Deanship on quarterly results for students.
6. Outputs for measuring the learning outcomes of the program and courses.
7. The results of carrying out the program's operational plan at the end of each semester and measuring the deviation from its objectives.
8. Periodic reports of programs and courses.

The output of this process is as follows:

1. Develop the structure of the academic program in general such as its objectives, its study plan, education strategies, students from different disciplines, and its work by focusing on human weaknesses (faculty members, staff, technicians), physical aspects, and sources of education, and to transform them into potential improvement opportunities to increase the operational efficiency of the program, reflecting on the quality of educational outputs.
2. Partial development of some aspects of the substantive and administrative program.
3. Develop and revise science courses and their references.
4. Develop teaching strategies and methods used.
5. Develop assessment methods and techniques.

2/1. Study estimates of labor market needs:

As a result of structural imbalances between educational institutions and enterprises in public and private sectors due to poor matching of educational and training outputs with actual labor market needs, specialists and staff in the development of the academic unit, plans and curricula were required to undertake a study to assess labor market needs; To identify scientific cognitive skills, applied process, include academic programs, courses, and 21st-century skills and develop expected learning outcomes for those programs.

The implementation of this study is a necessary and pre-existing priority for the introduction or development of academic departments, colleges or programs in different disciplines, and the most important elements of the study of the assessment of the needs of the labor market at the level of counterpart institutions are:

1. The number of institutions holding graduates in the same academic program or scientific paths in the public and private sectors.

2. Use of the statistical reports of the Ministry of Human Resources and Social Development to estimate the volume of demand for outputs of the academic program in the public sector, represented by government ministries, agencies and institutions.
3. Use of the statistical reports of the General Institute for Social Insurance to assess the volume of demand for the outputs of the academic program in private sector institutions.
4. Cognitive characteristics of the accepting in the academic program.
5. Scientific, cognitive, and skill experiences required of graduates.
6. The expected numbers required for employment in the various jobs are available annually and through two academic program courses.
7. Identify and distribute the numbers needed between males and females.
8. Educational outcomes to be targeted from the academic program or school curricula.
9. Identify and transform rehabilitation and training vulnerabilities into opportunities for improvement.
10. Identify vacancy requirements based on the nature of the activity of the organizations.
11. Determine the amount of work required measured by the required working hours.
12. Identify the numbers and types of functions required and possible during at least two cycles of the program.
13. Analysis of expert proposals from faculty and employers.
14. Analysis of the views of the University graduates of the academic program or any of its scientific courses, those of public and private sector institutions, graduates from other universities for peer programs, and the opinion of the advisory committees in the respective colleges.

3/1. Benchmark

Benchmarking is a tool for self-improvement of educational institutions by comparing their position with others in other educational institutions; In order to identify strengths and weaknesses and identify opportunities for improvement, the purpose of comparing the current academic program proposed to the corresponding academic programs in the same field of scientific pathways is to keep pace with the scientific and technical variables of the program to increase the efficiency of its inputs, processes and learning outcomes. A model has been designed to this end based on the following aspects:

1. The minimum comparison procedure with the highest (3) academic classification programs (local program, regional program, international program) and international programs may be excluded for some disciplines of a local nature, as well as local programs in the event of the introduction of a new program not available in Saudi universities.
2. The reference comparison with peer program is performed on the following aspects:
 - Vision, message and objectives of the program.
 - The scientific and cognitive characteristics of the program's acceptors.

- Scientific pathways of the main and sub-program.
 - Relationship of the academic program with other academic programs (joint specialization).
 - Practical and scientific characteristics of the graduates of the academic program.
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- The total actual and approved hours of the study plan.
 - The division of the levels of the study plan.
 - The distribution of the academic program requirements of the university, college and department (specialization), whether mandatory, optional, or free.
 - The concurrent and prerequisite requirements for coursework of the program plan.
 - The extent to which the academic program study plan includes practical courses or topics, training or field courses.
 - The extent of modernity and relevance of the components of the academic program to its objectives and expected learning outcomes.
 - The expected learning outcomes of the academic program.
 - The number of courses in the academic program's study plan.
 - Teaching and learning resources available for the academic program.
 - The academic advising and the student support activities.
 - The extent to which the academic program study plan includes activities that focus on building the character and skill aspects of the students.
 - The evaluation and reviewing methods of the academic program.
 - The components of the operational plan of the academic program.

Procedures for freezing, activating or canceling the academic program or scientific track:

1. Freezing the academic program or scientific track:

Freezing (or suspending) the program means: stopping admission to the academic program or the scientific track for a specific period of time. Among the reasons for freezing or suspending the academic program or the scientific track are the sufficiency of the educational outcomes of the program, the low demand for it, and the high unemployment rate among graduates of that program or scientific track at the university level and at the overall level of graduates of governmental and private educational institutions in the Kingdom, in addition to the fact that the development of academic programs and advanced scientific tracks limits the demand for traditional scientific specializations and tracks.

Procedures for freezing the academic program or scientific track:

1. Studying the current status of the academic program and its educational outcomes, as stated in item no. (1/1) of the study of the current status of the academic programs and their educational outcomes, with guidance on the following:

- Opinions of competent faculty members.
- Alumni evaluation of the program and their self-evaluation.
- Government directives and official reports.
- Surveys of student or alumni opinions.
- Surveys of business establishments' opinions in the private sector.
- Official reports of The Ministry of Human Resources and Social Development, The Ministry of Labor, and The Ministry of Economics and planning.
- The National Qualification Framework.
- Statistical periodic reports / General Department of Statistics.

2. A study to estimate the needs of the labor market to identify the extent of unemployment among graduates of the academic program or the scientific path at the university level and at the level of other educational institutions in the Kingdom.

3. Preparing a summary of the study of the current status of the academic program and its educational outcomes and a summary of the labor market needs estimation study.

4. Filling out the application form for freezing the academic program or the scientific track.

5. Uploading the application for freezing and submitting it to the department council, the College's Study Programs and Plans Committee, and the college council to study it and take the appropriate decision about it.

6. Referring the application and its attachments after approval to the concerned authorities to complete the formalities.

2. Activating the academic program or scientific track:

Activating the existing academic program or scientific track means canceling its freezing or suspension status and resubmitting it for admission again to increase the demand for the program's educational outcomes or scientific track from employers in the public and private sectors. The procedures for activating the academic program or scientific track are the same as the procedures followed in freezing the program. However, activating the academic program or scientific track is filled out, and the procedures are completed regularly.

3. Cancellation of the academic program or scientific track:

Cancellation of the academic program or scientific track means not offering it at all as it is considered one of the stagnant and saturated specializations, which witnesses high unemployment rates among the masses of graduates of the program or the scientific track at the level of the university and other educational institutions in the Kingdom, due to the sharp increase in educational outputs from the needs of the labor market (increasing supply with decreasing demand for it). The procedures for cancelling the academic program or scientific track are the same as the

procedures followed in freezing the program. However, cancelling the academic program or scientific track is filled out, and the procedures are completed regularly.

Second Stage: Description of the Academic Program and Courses:

1/2 Comparison of courses of peer programs:

Comparing courses of peer academic programs aims to develop and update the courses according to the new cognitive or applied sciences in the same fields such as scientific theories in various scientific, human, health and applied specializations in a way that contributes to achieving the desired goals of developing those courses and their compatibility with the academic program or the scientific track. A model has been designed for this purpose based on the following aspects:

1. Minimum comparison with the highest three peer courses classified academically, locally, regionally, and internationally. The international programs may be excluded for some majors of local nature and local academic programs in the event that a new academic program is created that is not available in Saudi universities.
2. The reference comparison should be made with the peer academic courses according to the following:
 1. The vision, mission, and objectives of the course.
 2. The scientific and cognitive characteristics of the students of this course.
 3. The academic departments to which this course belongs.
 4. The course plan.
 5. Total actual and approved hours of the course.
 6. The concurrent and pre-requisites for the course.
 7. Teaching strategies and methods used in the course.
 8. Evaluation methods and techniques used in the course.
 9. Type of course as a university, college or department requirement and whether compulsory, optional or free.
 10. The extent to which the course contains training topics or field experience.
 11. The extent of modernity and relevance of the course and its topics to its objectives and expected learning outcomes.
 12. The expected learning outcomes of the course.
 13. A number of subjects of the course.
 14. Teaching and learning resources available to the course.
 15. The extent to which the course includes activities that focus on students' character building and skill aspects.
 16. Methods of evaluating and revising the course.
 17. Academic advising and student support activities.
 18. Required facilities and equipment.

2.2 Reviewing the course references:

The main objective of reviewing course references and textbooks is to play a supervisory role on references and books of courses, scientific research, and theses. The review is as follows:

1. Monitoring the scientific content of references and books of academic courses, research, studies and theses, where the review process is carried out based on the list of required reviewing and auditing elements that include that they are free of the following:
 - Intellectual extremism, religious extremism, and terrorist tendencies.
 - Calling for exaggeration, disrespect of others' opinion, and advocating intolerance, stiffness and stubbornness.
 - Community and family violence.
 - Advocating sectarian discrimination, religious conflicts, or racial discrimination.
 - Means and tools of intellectual, physical and real crime.
 - Means of identifying the methods of electronic crimes.
 - Negative social phenomena and behaviors.
 - Direct or indirect abuse of any religious, human or societal symbol.
 - Direct or indirect reference to social media websites that contain extremist moral or abusive content.
 - Referring to what supports negative behavior from motive events such as financial or psychological pressures.
2. The modernization of the scientific content, authorship, and publication of the reference must be considered, ensuring that its topics cover all expected learning outcomes of the course and their connection to it.
3. A timetable that includes the review work program, its stages and results in coordination with the departments and relevant authorities is prepared, according to the scientific fields of those references, books for academic courses, research, studies, and scientific theses.
4. References and books for academic courses, research, studies and theses are referred to the scientific departments according to the approved timetable for review and audit.
5. The scientific departments and the relevant authorities, each according to their specialization, will review and check the references and books for the courses, researches, studies and theses, provided that periodic reports are submitted according to the results of the review and audit to the Administration of Academic Programs and Study Plans.
- 6) The suggested suitable modifications on the contents during authorship within the university or suggesting the alternative if the reference is from outside the university.

7) If problematic, the historical record should consider the author name, or authors, the reference or the book beside the date of publishing, as well as the house and the country of publishing for future avoidance.

The Required Documents:

- 1) A decision for forming referential teamwork on the targeted section.
- 2) A version from the reference.
- 3) A report on the results of the course.
- 4) Section board meeting report.
- 5) A report of the standing committee for plans and programs in the college.
- 6) A report of the meeting of the consultation committee for the targeted colleges.
- 7) College Board meeting report.
- 8) Referral letters or report upload.
- 9) Review sample of the Administration of Academic Programs and Study Plans.
- 10) A report of the meeting of the standing committees for programs and study plans at the university vice-president of academic affairs.

2./3 Operational plan preparations for the academic program:

A comprehensive study was established to recognize human resources and the needed supply to start the new academic program, in accordance with the attached sample, so as the operational plan should include the following:

A) Specify the academic requirements from teaching staff members:

- 1) Specify the number of teaching staff for the suggested new program.
- 2) Specify the characteristics of the members of the academic teaching staff and their qualifications,
- 3) Specify the administrative reference for the teaching staff members if they belong to the college or other colleges.
- 4) Specify the study courses that the teaching staff members could teach them individually or in a shared way.

5) Specify the general majors and the required accurate specialty to implement the new suggested program.

B) Specify the program requirements within administrative employees and technicians.

C) Specify the financial requirements for the program in terms of buildings, halls and equipped laboratories.

D) Specify the educational requirements (learning resources).

2/4 Developing and constructing the study plan:

In order to develop and construct the study plan, there should be a commitment for regulations in preparing any study plan to cope with the curriculum in correct forms, interconnected elements, and these regulations as follows:

1) The team who prepared the study plan in the university should obtain sufficient training to develop and prepare programs and study plans from the University of Tabuk or any other specialized institution.

2) The study plan should be in cope with the aims and the outputs of university-based education.

3) The relevance of the study courses for the study plan with the expected targeted cognitive learning outcomes.

4) The consideration of dividing the plan levels in accordance with students expected cognitive capabilities.

5) The consideration of flexibility in the distribution of the above requirements synchronously with the plan of the proposed topics of the course study so as to facilitate for the stumbled students to follow their academic achievements.

6) Put a detailed plan course to include the general description, language of instruction, aims and learning strategies, and assessment methods and learning resources.

7) The distribution of the course study plan in a logical way so as to put into account the gradual development of transferring knowledge.

8) The study plan's consideration is in accordance with the local, regional and international accreditation institutions.

9) The study plan should include the capabilities of students' initialization to pass the local and international normative tests on specialty.

10) The proper preparation for the learning matrix outcomes and specify the suitable strategies for achieving it.

11) The study plan should include courses refining the students' identity and acquiring twenty-first-century skills.

12) The study plan should consist of different academic programs supporting instructional activities, research, practical experiences, field training, or any practical experiences that support students acquiring the required skill in the labor markets.

13) The study plan contains courses that use electronic learning support instructions and modern technology in teaching.

14) Organizing the study plan courses in regard to the domain and the ordering of the courses for the study plan. The domain is defined as an expansion process in the study courses contents for certain cognitive courses. The ordering or ranking is the process of classifying, numbering, and specifying the skilled cognitive contents of the course's study.

15) Preparing course distribution plans for academic programs levels and the extension of their interconnection.

16) Specification for the time and hours of scientific communication for the various theoretical, scientific and field activities.

17) The study plan includes topics that are related to the reinforcement concepts of valid citizenship, community service and volunteer works for students.

18) Taking into account the flexibility of courses selection so as to facilitate the equation of comparing the courses in the transferring between a college or university or the transition to other universities.

19) The inclusion of the study plan on a wide range of optional and free special courses in the section and college.

20) Specify the time weight for the course study in three teaching units, and the time weight duration could be increased or decreased according to specific justifications in some colleges.

.21 The distribution of teaching units burden per week:

.20/1 The theoretical teaching unit reaches (50) minutes per week.

20/2 The field teaching unit reaches between (100-180) minutes per week.

.20/3 The approval of the maximum and minimum limit for the academic program in all its different scientific degrees is in accordance with the executive regulations for the study, exams and higher studies in the university.

.22 Student medium burden of study is (15) teaching units with a maximum of (18) units in the normal study term (15 weeks of study).

.23 The academic program's total hours should correspond with the regulations of the ministry of education and the criteria of the corporation of education assessment, and what is regulated by the university. (For example, 120 hours as a minimum limit for a bachelor's degree in a four-year program).

.24 The avoidance of repetition between the requirements of the university, college, and the academic program's requirements (department requirements).

.25) There should be a specification for instructional language in the program in accordance with the aims of the academic program and student's needs.

.2/5 Third Stage Technical Requirements:

1) Issuing a decision to form a work team from the teaching staff members who obtained authorized training certificates from the administration of the programs and study plans to prepare the study plan, academic program description and study courses.

2) Filling a model for the study plan and its attachment in English and Arabic languages.

3) Filling a model for comparing the study courses.

4) Filling an abstract model of study to estimate the outputs needs in educational programs and experts' opinions.

5) Filling a detailed approval model to describe the program in English and Arabic languages.

6) Filling an approved detailed model for describing the courses in English and Arabic languages.

7) Filling the summarized model to describe the program in English and Arabic languages.

8) Filling the summarized models to describe the courses in English and Arabic languages.

9) Preparing the manual guide for the academic program in compulsory and optional courses, besides the certified hours, department, college and university requirements and a summary description of the study courses presented in English and Arabic.

10) Filling a consistent academic program model within the national frame qualifications.

11) Filling a list for the local and international accreditation corporations.

12) A consideration for the local and international criteria in designing the scientific path and the academic program.

13) Achieving the requirements of the National Center for Academic Accreditation and Evaluation.

14) Preparing a list for the available standards tests on students' competencies.

- 15) Preparing a matrix on the learning outputs that are interconnected with the standard tests in the specialty.
- 16) Preparing a plan section to support and fund the program or the scientific path (materialistic and financial contributions).
- 17) Classifying the study courses in the academic program that enable students to acquire knowledge, skills, competencies in accord with the skills list of the twenty-one century.
- 18) Filling a report model on the field experience in English and Arabic languages.
- 19) Filling a model for the operational plan programs in the inclusion of the teaching staff members, employees and other materials elements.
- 20) Filling a model for the reviewing results of the quality and development deanship in the model of the program description.
- 21) Filling the results by reviewing the Deanship of Development and Quality model in the course description.
- 22) Reviewing the list model of programs administration requirements and the study plans.
- 23) Formal referrals and letters for the related destinations.
- 24) Attachment of meeting reports to the boards of sections, colleges and the related committees.

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3) The Third Stage: Accreditation and Arbitration:

The administration of the programs and the study plans construct a database for experts and arbitrators from the teaching staff members in different specialties locally, regionally and internationally to guarantee the precision and objectivity in the process of arbitration. Therefore, the administration creates two kinds of arbitration, which are as follow:

.3/1 Academic Arbitration for Academic program or Scientific Path:

The process of academic arbitration for the academic program in study plan which is supervised by program administration and the study plans is considered as one of the important stages in assessing programs in all of its cognitive and scientific domains, and the arbitration process concentrated on the following:

- 1) The harmony of the study plan with the practical and theoretical aims of the program.
- 2) Keeping up the study plan for the academic program with modern international trends and labor market.

- 3) The suitability of the name and code in the academic program.
- 4) The suitability of the study plan total credit hours with the academic program, scientific path or specialty.
- 5) The relevance of the awarded degree when graduated from the academic program, scientific path or specialty.
- 6) Admission requirements suitability for the academic program, scientific path or specialty.
- 7) The suitability of the operational plan for the academic program, scientific path or specialty.
- 8) The suitability of the suggested teaching strategies in the academic program, scientific path or specialty.
- 9) The efficiency of learning resources and the basic references.
- 10) The modernity or novelty of curricula and suggested references for study courses.
- 11) The suit of title and study plan courses codes.
- 12) The variation on study courses and their suitability of distribution between free, optional and compulsory.
- 13) The suitability of the estimated weight for theoretical, scientific and credited courses study units.
- 14) The suitability of courses with all levels of the study plan.
- 15) The completion and clarity of program elements description, path or specialty.
- 16) The completion and clarity of the courses description elements for the study plan.
- 17) The suitability and clarity of teaching strategies.
- 18) The clarity of the program's aims in measurement.
- 19) The suitability and clarity of assessment and measurement methods.
- 21) The alignment between learning outcomes and teaching strategies and assessments methods.

.3/2 The professional Arbitration for Academic program or Scientific path outputs

The expected learning outputs in the academic program and the scientific path are exposed to professional specialists in the same field by labors market agents for both general and private sectors, or from those labor workers to get their opinions in the evaluation of learning outcomes as follows:

- 1) The harmony of learning outcomes with the theoretical and scientific aims of the program.

- 2) Keeping up with the expected program outcomes with the modern international trends and labor markets.
- 3) The suitability of the academic program credited hours, scientific path or specialty.
- 4) The interconnection of learning outcomes with practical and professional reality in specialty field.
- 5) The suitability of admission requirements for the academic program, scientific path or specialty.
- 6) The suitability of academic program study courses with the expected learning outcomes.
- 7) The academic program, scientific path or specialty should include applicable cognitive domains or practical ones.
- 8) The academic program should include varieties of techniques that could develop the skills in the labor domain.
- 9) The academic program should include high efficient training activities on modern productivity techniques.
- 10) The contribution of the academic program in enhancing students to acquire the skills of the twenty-first century.
- 11) The contribution of the academic program in developing the spirit of initiative principle, creativity and teamwork.
- 12) The academic program should include developmental domains for labor field on specialty and creating new techniques.
- 13) The suitability of the academic program with students' self-capacities.
- 14) The academic program enables students to acquire thinking and communication skills.
- 15) Reinforcing positive occupational behaviors as a main aim for the academic program.
- 16) The academic program encourages students to use applied scientific research methods.
- 17) Considering a high degree of agreement between the academic program outcomes and the labor market needs.
- 18) The academic program should include a cooperative training program and a training program that ended in employment.
- 19) The clarity of field training strategies for the academic program and the assessment methods.
- 20) The academic program meets the updated development and the actual needs in labor market.

.3/3 The Third Stage Technical Requirements:

1. Filling academic arbitration model for the program.
2. Filling a model for the occupational arbitration for program outcomes.
3. Attaching meeting reports for sections, colleges boards and the related committees.
4. Reviewing the list model of the program requirements administration and the study plans.
5. A list of arbitrators who monitored the program.
6. A report list for the academic arbitration.
7. The formal referrals and letters for the different related destinations.
8. Attachment of university board decision concerning updating a college or section, or any suggestion of modification, or blending, cancelling, updating, developing, solidification in colleges names, or any activation or cancelling for an academic program or specialized scientific path.
9. The attachment decision of universities temporary committee/ The ministry of education in concern of constructing a college or section or suggestion in their blending, names or cancelling.

C) The procedures of Constructing Colleges, Sections or Title Modification or Combing or Cancelling:

The process of updating a college or section depends on national directions with referring to academic studies and studying the economic, developmental, social and cultural needs of the community, and it is a must to expose the issue to the ministry of education. This process requires the following:

1. The scientific, academic studies to specify the milestones of the section or the suggested updating college and the academic program.
2. A comparative study for specialties reality locally, regionally and internationally to specify the academic program and the scientific path.
3. A study for the reality of labor market and specify its requirements in the scientific and skills domain and the possible different specialties.
4. The scientific section, in case of any study procedure, estimates the needed skills to develop or update or cancel a program, path or section, and they should be guided by the following:
 - The opinions of competencies of the teaching staff members.
 - The graduates' evaluation program and their self-auto evaluation.
 - The governmental directives and formal reports.

- Students surveys and graduates opinions.
- Surveys and opinions of business institutions in the private sector.
- The formal reports for each of the ministries of human resources and social development, ministry of labor, ministry of economy and planning.
- The periodical statistics reports/ general statistics management.

5) Surveying the university students' opinions from the different specialties on section or college the suggested updated program.

6) Raising a request to create a new college or section according to the certified model and the procedural stage that the university Vice-President for Academic Affairs follows. /Administration of Academic Programs and Study Plans.

7) The necessity of attaching the origin of all previous requirements by creating a new section or college.

8) The recommendations of the programs and study plans permanent committee in the university in accordance with a meeting report.

9) Raising the meeting report of the permanent committee of programs and study plans to the university board in accordance with a meeting report.

10. Raising the suggestion of the university council to initiate a section or college or the suggestion to modify their titles or combine or cancel them to the ministry of education on a request of an application of initiating a section or college or modifying their titles as well as combining or cancelling them.

D) The Working Models:

The working models could be reviewed by updating, developing, freezing, activating or cancelling the program through communication with the Administration of Academic Programs and Study Plans.

E) The Procedural Stages:





