

**Imam Abdulrahman bin Faisal University  
Postgraduate Deanship**

**Proposal For Guidelines for  
Constructing, Developing Proposing,  
Launching, Building, and  
Implementing Higher Studies  
Programs**

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# Chapter One

## General framework for the development and construction of a program in the context of quality

### 1-1 Steps for creation of a graduate program

The administrative and procedural steps to develop a postgraduate program are as follows:

- A. The proposed program shall be studied by the concerned department and shall supervise its issuance and approval.
- B. Comparisons between the proposed program and similar programs in the area of specialization are to be made (benchmarking) to develop courses that are consistent with the Kingdom's vision for sustainable development, while linking the strategic objectives of the program with UN sustainable development goals (SDGs).

Strategic objective	Develop graduate programs and courses and achieve high quality sustainable institutional performance				
Linkage with Vision 2030 objectives					
	Providing citizens with necessary knowledge and skills to suit the needs of the future labor market				
	Improve the performance, productivity and flexibility of government agencies development of youth skills and its good use				
	Establishing positive values and building an independent personality for the national citizens				
Performance	Baseline Indicator	Target 2020	Unit	Regional Standard	Global Standard
Number of programs					
Number of courses					

- a) The program shall be presented to three competent reviewers for expressing opinions and observations on it and responding to their observations.
- b) The proposed program shall be presented to the College Council for approval.
- c) The program shall be sent to the Dean of Postgraduate Studies at the University. The Graduate Studies Committee of the Deanship of Graduate Studies shall review and revise program and submit it to the Council for consideration and recommendation to the University Council for approval.
- d) Program must be submitted to the University Council for approval.
- e) After approval by the Minister of Higher Education of University Council administrative procedures, the program shall be taken by the concerned college and the Deanship of Graduate Studies for implementation.
- f) It is best to fill out the standard form in submitting a request for a post-graduate program, including the set of customized modules of Tables 1 to 24.

### 1.2 Guidelines and proposed steps for building and updating graduate programs

Table (1) provides an illustrative description of the guidelines and proposed steps for the construction of the graduate programs, updated with the relevant standard as indicated within this manual.

1. Suggested guidelines and steps for constructing and modifying postgraduate programs

<b>Table (1) An explanation of guidelines and proposed steps for building a program</b>	
Description	Related standards

<i>Table (1) An explanation of guidelines and proposed steps for building and constructing a program</i>	
Description	Related standards
1) Institution proposing program (College- Department)	
2) Program title and level: Choice of according to its objectives and content.	
3) Introduction: It includes the following: <ul style="list-style-type: none"> <li>• Significance of program to the university and community.</li> <li>• Ways followed in specifying program title, mission, vision, and Objectives.</li> <li>• Specification of sectors that contributed in construction of the program to emphasize its importance.</li> <li>• Research fields and interests of department and teaching staff.</li> <li>• The ability to conduct researches consistent with the expectations of teaching staff as well as the community.</li> <li>• Working fields for program graduates.</li> <li>• Program related committees within the Department.</li> <li>• Naming of programs considered for benchmarking or made use of.</li> <li>• Efforts spent in construction of the program. and names of external parties being consulted and contributed in construction.</li> </ul>	1, 2, 4, 10, 11
4) Vision	1
5) Mission	1
6) Objectives	1
7) Justification for provision of the program	4
8) Admission in the program 8-1 Application for the program 8-2 Terms of admission: prerequisite courses, experience, English efficiency GPA, exams, interview.	5
9) Studying program 9-1 Compulsory courses: course title, credit hours, course objectives. 9-2 Specialized courses: course title, credit hours, course objectives. 9-3 Elective courses: course title, credit hours, course objectives. 9-4 Thesis or research project (if required): credit hours, objectives, preparation, discussion. 9-5 Academic supervision: description, ways of choosing a supervisor, procedres for academic supervision in the program.	4 4 4 4 4
10. Comprehensive exams: (if required)	
11 Graduation requirements	4
12. Facilities and Requirements 12.1. Facilities include: 12.1.1 Classrooms 12.1.2. laboratories 12.1 3. Libraries and data base 12.1.4. Computer and electronic learning 12.1.5. Other facilities (e.g. hospitals, pharmacies statistical services, etc. 12.2. Staff Requirements: including the following: Names Scientific degree	7,8 7 6,7 7 6,7 7 8,9

<ul style="list-style-type: none"> <li>Specialization</li> <li>Nationality</li> <li>Number of teaching hours</li> <li>Research interests</li> <li>12.2.2. Technical Staff: In a tabular form including the following: <ul style="list-style-type: none"> <li>Numbers</li> <li>Levels</li> <li>Qualification</li> <li>Specialization</li> </ul> </li> <li>12.2.3 Administrative and secretary staff: In a tabular form including the following: <ul style="list-style-type: none"> <li>Numbers</li> <li>Levels</li> <li>Qualification</li> </ul> </li> <li>12.3. Program Funding: <ul style="list-style-type: none"> <li>Internal support</li> <li>External support</li> </ul> </li> </ul>	<p>8,9</p> <p>8,9</p> <p>8</p>
<ul style="list-style-type: none"> <li>13. Study plan and courses specification</li> <li>13.1. Illustrative plan specifying study schedule for each semesters</li> <li>13.2. Program sub specializations: with a Sub specializations in a program are to be stated detailed description of the courses according to study semesters and number of hours</li> <li>13. 3. Courses description includes: <ul style="list-style-type: none"> <li>Course title</li> <li>Course Code</li> <li>Credit hours</li> <li>Department offering the course</li> <li>College offering the course</li> <li>Pre-requisites for the course</li> <li>Semester in which the course is offered</li> <li>Study level</li> <li>Course description</li> <li>Aims of the Course</li> <li>Course content</li> <li>Expected learning outcomes</li> <li>Teaching strategies</li> <li>Methods of assessment</li> <li>References</li> </ul> </li> </ul>	<p>4</p>

## Chapter Two

# Guidelines for constructing, building, developing, establishing and implementing graduate programs

### Standard 1: Vision, Mission and Objectives

The vision and mission of the program must be consistent with that for the university. And this should be the basis on which the objectives of the program must be defined and achieved.

#### 2.1.1. Appropriateness of the Mission:

- The vision and mission of the program should be consistent with that of the institution.
- The vision and mission should be flexible and achievable according to the resources of the program (department).
- The vision and mission of the program should achieve the community needs, and be consistent with the cultural and economic requirements of the Kingdom.

#### 2.1.2. Significance of the Vision and Mission:

The vision and mission statement must be

- Specific and useful in decision-making covering all program activities.
- Sufficiently clear to provide criteria for evaluation of level of achievement.
- Formally approved by the institution, and periodically reviewed according to changing circumstances.

#### 2.1.3. Application of Mission:

- The mission must be used as a basis for the program's strategic plans over specific period of time.
- The mission must be known and supported by department staff (program staff).
- The mission must be used to provide clear criteria for construction of program plans.

#### 2.1.4. Significance of objectives, and their relation to vision and mission:

- The objectives must be consistent with the development of the program, and support the vision and mission.
- The objectives must be clearly stated and contribute in effective planning consistent with the program mission.
- The objectives must be reviewed periodically and modified if necessary in response to change in the program.

### Standard 2: Management and Planning:

Program management should reflect clearly the balance between the program executants and the institution higher management to give complete flexibility for the needs of the market. Planning for the construction of the program and achieving its objectives must include students, faculty, representatives of private sectors, and specialists.

#### 2.1. Management:

- The program manager (Head of department or other) should be assigned by the department. His/her responsibility should be clear and within the limit of authority given to the department.
- Program managers should have sufficient authority to ensure the staff's appliance of required procedures.
- Opportunity should be provided to all faculties to present their opinion and contribute in the construction of the program.

#### 2.2. Planning:

- Planning should be strategic, taking into consideration demands of the market. Planning process should involve faculty, higher studies students and government or private stakeholders.
- Program planning should clarify program and course specifications that clearly identify the contribution of each course to the total program.

- Program plans should be clear to all concerned, with impacts and requirements for different contributors made clear. This provides the program with sufficient flexibility for modification according to community requirements.

### **2.3. Internal Policies and Regulations:**

- There should be terms of reference and operating procedures for specialized committees and councils of higher studies.
- Procedures, policies and regulations should be readily accessible to all who need them and are affected by them, including new members of faculty and staff.
- Decisions made by committee members on academic matters should be recorded and referred to as a guide for future decisions.
- There should be evidence or regulations governing the construction of higher studies programs.

## **Standard 3: Quality Assurance and Improvement**

This standard aims at the necessity of the commitment of the teaching faculty for self-improvement in accordance with the quality assurance of the program.

### **3.1. Commitment to Quality Improvement in the Programs**

- Self-evaluation should be taken as a basic step in quality assurance.
- Self-evaluation should be based on evidence, linked to appropriate standards, with predetermined indicators.
- All faculty and staff should participate in program self-assessment and improvement within a framework to encourage innovation and creativity.
- Management should encourage learning from mistakes to improve performance in all levels.

### **3.2. Scope of Quality Assurance Processes:**

- Principle of quality assurance should be applied on all aspects of the program, including services provided, faculty and staff, and resources from in and outside the institution.
- There should be consistent quality evaluation, and reports on the program's level of performance and its components, like courses, should be provided.
- Quality assessment should not be limited to outcomes and processes, but should give more attention to students' scientific performance.
- Quality assessment should cover both routine activities and strategic objectives.
- Assessment should include achievement of quality standards and continuing improvement in performance.

### **3.3. Management of Quality Assurance Processes:**

- Quality assurance processes should be fully integrated into routine planning of the program and its outcomes.
- Quality assurance processes should make use of standard basic form and other survey instruments, as well as gathering any special information required for the program.
- Responsibility should be assigned to a member of the faculty, participating in the program, for the management of quality assurance processes.

### **3.4. Use of Indicators and Benchmarks:**

- Performance indicators should be provided regularly by the institution.
- Benchmarks for comparing quality with previous performance and for comparisons with similar programs elsewhere should be used in evaluations.
- The format for indicators should be consistent with those used across the institution.
- Self-evaluation of quality assurance should be based on several sources of evidence including feedback through user surveys and opinions of stakeholders such as faculty, higher studies students and staff.

## **Standard 4: Learning and Teaching**

Students learning outcomes must be clearly specified, and consistent with the 'National Qualifications Framework' and requirements for employment.

### **4.1. Student Learning Outcomes:**

- Relevant academic and professional advice should be considered when defining learning outcomes.
- Intended learning outcomes should be consistent with the 'National Qualifications Framework'.

- Programs leading to professional qualifications should develop learning outcomes that meet requirements for professional practice in and outside Saudi Arabia.
- Program evaluation and the extent to which the learning outcomes are achieved must be provided through graduating students' surveys, employers' feedback, and employment outcomes data.

#### **4.2. Program Development Process:**

- In all professional programs advisory panels with membership that includes leading practitioners from the relevant professions should be established to monitor and advise on content and quality of programs.
- New or modified programs should be assessed and approved or rejected by a senior academic committee specialized in higher studies, using criteria established for the purpose.
- Courses plan should include complete course specifications determining the contribution of each course in achieving the program's learning outcomes in a coordinated way.
- Standards for teaching strategies, assessment and evaluation should be planned for each course to contribute in achieving and developing the learning outcomes. This requires a thorough planning, preparation and training of the faculty to develop their skills in teaching and assessment.

#### **4.3. Program Evaluation and Review Processes:**

- Courses and programs should be reviewed, evaluated and reported on annually with details of changes made in programs and the reasons for such changes.
- Quality indicators should be established for all courses and programs.
- A comprehensive and detailed assessment of each program should be conducted at least once every five years.
- Programs should be reviewed by experts from relevant professions, and experienced faculty from other institutions.
- Program reviews should include information obtained from students and graduates through surveys and interviews, and discussions with faculty and other stakeholders.
- Teaching thinking and self-study strategies should be focused on to enhance students' ability for continuous learning.
- Practice in professional programs should be emphasized.

#### **4.4. Student Assessment:**

- Student assessment mechanisms should be appropriate for the different forms of learning sought.
- There should be reliable mechanisms for verifying standards of students achievement in relation to relevant internal and external benchmarks.(such as comparisons of samples of student works and exams with others within the institution).
- Effective procedures should be established in the program to ensure student sincerity in academic works submitted.
- A mechanism for distinguishing crafted and distinctive students should be established in the program.
- Short periods of scholarship should be provided for students to be professionally trained in and outside the kingdom.
- Policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate.

#### **4.5. Academic Advising and Supervision:**

- Applicants for the program should be informed of the programs terms and principles after their acceptance in the program.
- The period for obtaining the academic degree is to be determined and continuously reviewed, to ensure the student's acquisition of information.
- Appropriate preparatory and orientation mechanisms should be provided to prepare students for study in a new and a higher education environment. Particular attention should be given to preparation for the language of instruction, self-directed learning, use of library and websites, and bridging program if necessary for students transferring to the institution with credit for previous studies.

- A comprehensive orientation program is provided for new students to ensure their understanding of means of registration, various services and facilities provided, and their responsibility towards the institution.
- Systems should be established for monitoring and coordinating student workload in each program.
- Faculty should be available at sufficient scheduled time for consultation and advice to students.
- Progress of each student should be monitored, and assistance and counseling provided to those facing difficulties.
- Year to year progression rates and program completion rates should be monitored, and analyzed to identify and provide assistance to any categories of students who may be having difficulty.
- Result of students' assessment and performance should be immediately presented to the specialized affiliation with provision of mechanism of assistance for those in need.
- Reference material assisting students in private study should be available.
- Adequate facilities should be available for private study with access to computer terminals and other necessary equipment.
- Available substitutions should be determined for the students when in capable of completing graduation requirements of the program.

#### **4.6. Quality of Teaching:**

- Strategies of teaching should be planned for the different kinds or domains of learning outcomes and included in program specifications.
- Course specifications should be prepared to include content, teaching strategies and student activities that cumulatively develop the knowledge and skill sought in the total program.
- Students should be fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.
- The conduct of courses should be consistent with the outlines provided to students and available in the course portfolio.
- Textbooks and reference material should be up to date and incorporate the latest international developments in the field of study.
- Textbooks and other required materials should be available in sufficient quantities before classes commence.

#### **4.7. Skills to be obtained by graduates:**

- The ability to conduct a research in the field of study, and to write a thesis or scientific papers, or a case study.
- The ability to communicate with others orally as well as written at a level that suites the student's academic degree and specialization. The student should have the ability to reveal his/ her knowledge independently, and the program should provide this chance for the student to reveal the acquired skills.

#### **4.8. Partnership Arrangement with other Institutions:**

- Higher studies programs in the institution should be encouraged towards international and scientific partnerships to provide cooperative programs, and to evaluate and develop the provided programs.
- The respective responsibilities of the local institution and the partner should be specified in formal agreements enforceable under the laws of Saudi Arabia.
- The effectiveness of the partnership arrangements should be regularly reviewed.
- Consultations on course and program requirements should be adequate, and effective mechanisms should be available for ongoing consultation on emerging issues.
- Faculty from the partner institution familiar with the content of courses offered under the partnership arrangement should visit the local institution regularly for consultation about course details and standards of assessments.
- Procedures should be established to ensure that final assessments of students by the local and partner institutions are completed promptly within the time specified under the regulations of Saudi Arabian institutions.
- Programs and courses should be consistent with the laws regulating higher students in the institution.
- Conferences and symposiums should be accredited as learning strategies, and opportunities for attendance should be given for faculty and students.

## **Standard 5: Student Admissions**

Admission processes must be efficient, fair, and responsive to the needs of students entering the program.

### **5.1. Student Admissions:**

- Information about the institution, program, courses, requirements, costs (if available), and services should be publicly available prior to applications for admission.
- The program should have special conditions in addition to the general ones to achieve difference and distinction from similar programs.
- Terms of admission should be consistent with program objectives.
- Students' admission in the program should be continuous, or according to program facilities.
- Terms of admission in the program should be responsive to students desires in choosing the suitable fields of study.

## **Standard 6: Learning Resources and Suitable Services**

Learning resource materials and supporting services must be available for the program and the courses offered within it, and to be accessible for students when required.

### **6.1. Planning and Education:**

- Teaching faculty should regularly and early provide the program managers with learning materials required by courses to support teaching and learning.
- Books and learning materials held in reserve should be reviewed to ensure easy access by higher studies students and faculty.

### **6.2. Organization:**

- Books and heavy – demand resources should be held in special places to ensure access when required by students and faculty.
- Provision should be made for access to data – bases and scientific periodicals relevant to the program.
- Cooperative agreement with local and international libraries and other learning centers should be available for knowledge exchange and sharing in resources and services.
- Orientation and training programs should be provided for new students and other users to assist them to benefit from the facilities and library services.
- A reference service should be provided through which in – depth questions can be answered by qualified librarians.
- Electronic systems with search facilities should be available to assist the student and researcher to obtain information.
- Suitable procedures should be available to inform library users of library developments such as acquisition of new materials, training programs, working hours, and others.

### **6.3. Learning Resources Requirements:**

- Adequate books, journals and other reference material including on line resources should be available to meet program requirements.
- Up to date computer technology should be available on a sufficient scale to meet program requirements to support electronic access to resources. Mechanism allowing usage of portable computers should be available.
- Books and other materials should be available in Arabic and English as required for the program and associated research.
- Level of availability of resources such as books, seats, and illustrating strategies should be consistent with standard indicators of comparable institutions.

## **Standard 7: Equipment**

Adequate facilities and equipment must be available for the teaching and learning requirements and the scientific research of the program. Use of the facilities and equipment should be monitored and assessments of adequacy made through consultations with faculty and technical staff.

### **7.1. Policy and Planning:**

- Equipment acquisitions should meet program requirements and also be consistent with institutional policies to provide such equipment.

- Faculty should be consulted before any equipment acquisition to ensure that the expected needs of the program are taken into consideration.
- A prepared plan should be followed to determine the major equipment requirements, acquisition, servicing and replacement according to a planned schedule.

#### **7.2. Quality and Adequacy of Facilities:**

- Facilities should meet health and safety requirements.
- Quality assessment processes of this equipment should count on reports of users.
- Standards of provision of teaching, laboratory and research facilities should be adequate for the program and should be benchmarked through comparisons with other comparable institutions within Saudi Arabia and internationally.
- Adequate provision should be made for students with physical disabilities or other special needs.

#### **7.3. Management of Facilities:**

- A complete inventory should be maintained of equipment used in the program for teaching and research.
- Current condition assessments should be carried out and provision made for preventative and corrective maintenance and replacement when required.
- Effective strategy should be provided for keeping specialized facilities and equipment related to faculty and used in teaching and scientific research.
- Effective systems should be provided to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.
- Scheduling use of equipment with provision of mechanism for security of equipment.
- Scheduling use of general facilities mechanically, and reports on efficiency of use should be provided to the higher management.
- Orientation program and high qualification technical support should be available for students when using program equipment to secure their safety.
- Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management should be efficiently and effectively carried out within the program framework.
- Cooperative arrangements should be made when appropriate with other agencies for shared ownership or use of major research equipment.

#### **7.4. Information Technology:**

- Adequate computer equipment should be available and accessible for faculty and students in the program. Its adequacy should be regularly assessed.
- Institutional policies governing the use of personal computers by students should be complied with, and applications of suitable procedures on violators.
- Technical support should be available for faculty and students using information and communications technology.
- Opportunities should be available for faculty input into plans for acquisition and replacement of IT equipment for use in the program.
- Security systems should be in place to protect privacy of personal and institutional information, and to protect against externally introduced viruses.
- Training programs should be available for faculty and students to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.

### **Standard 8: Management and Financial Planning**

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be considered in institutional budgeting. Program budgetary process should allow for long term planning over at least a three year period with sufficient flexibility for responses to unexpected requirements.

#### **8.1. Management:**

- Necessary management and career support should be provided for the program.
- Program manager/coordinator is specified to monitor the program execution in the department.
- Program periodical reports should be submitted to the responsible affiliation in the institution.
- Specific delegations should be given to the program manager / coordinator for effective provision of the financial and management requirements necessary for program execution.

#### **8.2. Financial Planning:**

- Program supportive resources should be available from in and outside the institution.
  - Procedures for obtaining program research support should be known and publicly announced.
  - Clear procedures to help students financially from within and outside the institution should be available in the program.
  - A clear vision of planning procedures and financial assessment should support the program.

## **Standard 9: Faculty and Staff Employment Processes**

Recruitment process must be designed to ensure that capable and appropriately qualified faculty and staff (administrative and technical) is available for the execution of the program and the achievement of the objectives.

### **9.1. Recruitment Policy:**

- Faculty employment criteria in the department should be specified in the program.
- Employment in the department should be according to qualifications, experiences and personal skills.
- Employment conditions should be publicly announced and applied on all applicants.
- A mechanism for announcement of available positions should be provided. The mission and objectives of the program should be clear in the announcement.

### **9.2. Personal and Career Development:**

- Criteria for performance evaluation of faculty and staff should be clearly announced.
- Clear and specific policy for improvement of performance should be according to the assessment of those working in the program.
- A policy for distinguishing and rewarding outstanding career performance should be available in the program.
- Criteria for the participation of all faculties to develop the objectives of the program should be provided. New faculties are to have an effective role in that.
- A specific training and development program in the department should be available and suitable to all participants.
- Academic and teaching load of faculty in the program should be coordinating with other research academic activities, and participation in committees, attendance of symposiums, conferences, and workshops, and community service.

## **Standard 10: Scientific Research**

An outstanding role is played by the program to encourage faculty and postgraduate students to conduct researches in the field of study and to publish their outcomes in specialized scientific periodicals.

- The policy of research in the program should be consistent with the nature and the mission of the institution, and community requirements.
- A scientific research should maintain originality, independent refereeing, and publication in refereed periodicals consistent with international standards.
- Annual reports about faculty research activity should be provided. The researches include those of postgraduate students in particular, and those of departments and colleges in general.
- Cooperation with large local and external institutions to present joint researches is encouraged.
- Mechanism supporting cooperation in research field with international institutions and other scientific research nets should be provided.
- A highly qualified committee is established to monitor application of moral standards in the provision and publication of graduate students' researches.
- Practical and community related researches are to be focused on.
- A mechanism for delivering results of students' researches should be available.

## **Standard 11: Program Relationship with the Community**

The most important objective of higher studies programs is to make use of the skills and experiences of faculty and higher studies students to achieve community requirements.

- The service commitment of the program should be defined in a way that reflects the significance of the community or communities within which the program operates.
  - Continuous contributions by faculty should be included in promotion criteria and faculty assessment.

- Program contributions in community service should be coordinated with specialized community service units in the institution to avoid duplication.
- Strategies to develop community realization of the higher studies programs in the institution should be adopted.

## Chapter Three: Detailed steps to create, build, develop and implement a program

### Program title:

#### 1- Program Provider

#### Article 1-1: Program Provider basic information to propose an academic program

Dept. College:

Proposed program:

General specialization:

Special specialization:

Table (2) Request for creation of a graduate program

أ) الكلية (والكلية المشاركة إن وجدت) : .....
ب) القسم (والقسم المشارك إن وجد √): .....
ج) البرنامج المقترح : <input type="checkbox"/> دبلوم <input type="checkbox"/> ماجستير <input type="checkbox"/> دكتوراه
د) التخصص العام : (باللغة العربية والإنجليزية): .....
هـ) التخصص الدقيق : (باللغة العربية والإنجليزية): .....
و) لغة الرسالة العلمية (إن وجدت √): .....
<input type="checkbox"/> عربي <input type="checkbox"/> إنجليزي <input type="checkbox"/> عربي/إنجليزي <input type="checkbox"/> أخرى (تذكر مع مبررها)
ز) اسم الدرجة العلمية باللغة العربية: .....
ح) اسم الدرجة العلمية باللغة الإنجليزية: .....
ط) أوصى مجلس القسم بإقرار البرنامج بجلسته رقم ..... القرار رقم .....
بتاريخ .....
أوصى مجلس الكلية بالموافقة على البرنامج بجلسته رقم ..... القرار رقم .....
بتاريخ .....
التاريخ المقترح لبدء البرنامج: .....
عميد الكلية
الاسم: .....
تاريخ تقديم الطلب لعامة الدراسات العليا: .....
التوقيع: .....

#### Article 1-2: Information about academic department

Table (3) Information about the academic department

The number of students enrolled in the bachelor's degree for this year and the last three years (if available)

<input type="text"/>	Year .....	<input type="text"/>	Year .....
<input type="text"/>		<input type="text"/>	

*Number of graduates in the bachelor's degree for this year and the last three years (if B.Sc. students are available in the department)*

<input type="text"/>	..... Year	<input type="text"/>	..... Year
<input type="text"/>	..... Year	<input type="text"/>	

*number of students expected to graduate in the bachelor's degree for this year (if B.Sc. students are available in the department)*

*Number of scientific researches in the last three years (for faculty members in the department):*

<input type="text"/>	..... Year	<input type="text"/>	..... Year
		<input type="text"/>	..... Year

*Any information to be added to support program development:*

**Article 1-3: Department experience and existing programs**

- A) *Departmental experience according to the current programs:* The department is highly specialized in its field. Courses offered resemble many graduate courses in other regional and foreign programs. Courses offered within the discipline of proposed M.Sc. program include the following:
- B) *Experience gained by the Department at the undergraduate level:* The department shouldered teaching, research, and community services ever since its establishment in 2008.
- C) *Current and approved scientific programs in the department, and the number of students enrolled in it:* Table 4 depicts information about current and approved scientific programs in the department, and the number of students enrolled and graduating in it.

<i>Table (4) Exiting programs at the department</i>			
<i>Program</i>	<i>Commencement date</i>	<i>No. of registered students</i>	<i>No. of graduates during last 5 years</i>
B.Sc.			
Higher diploma			
M.Sc. with courses & dissertation			

Ph.D. with courses and thesis			
PhD thesis and some courses			
Remarks			

## 2- Title of program and degree

### Article 2-1: Proposed program degree and media of instruction

- Method of program study according to proposed degree (choose one of the two from the following methods√):  
In the case of Master:  
- by courses and dissertation.  
- by courses only.
- Write the name of the degree of the program and vary according to specialization: Master of Science (MSc) in Waste Engineering and Management

### Article 2-2: Education system

- Choose the system of study if it is regularly or another:

### Article 2-3: Type of program

- Specify the type of program if it is private or public: .

### Article 2-4: Program media of instruction

- Write program media of instruction (language):.

### Article 2-5: Dissertation or thesis language

- Language of the thesis or research project to be written either Arabic, English or otherwise (please specify):.

## 3- Introduction

### Article 3-1: Program importance for the university and community

#### The importance of the program

- ✓ The importance of the program to society should be formulated in specific and concise points.
- ✓ The importance of the program should be mentioned exactly in terms of:
  - Its relationship to the vision of the state for sustainable development (Vision 2030).
  - The needs of the community that the program meets.
  - Community problems that the program helps in proposing solutions.
  - Assistance that the program can provide to governmental, civil and charitable sectors.
- ✓ Outline the need of the community for the program and its impact on the labor market in terms of: filling a permanent need, filling a future need,

*providing educational opportunities, absorbing graduates, preparing competent specialists, preparing lecturers, encouraging scientific research, etc.). (Please point out)*

- ✓ *Support the importance and need for the program through official information, statistics, developmental plans and the National Transition Program 2020 and any other observations.*
- ✓ *Explain what distinguishes the program from similar programs.*

#### *Article 3-2: Methods used to determine program's title, mission, vision and objectives*

- *Indicate methods used in choosing program title and the reasons for such a selection.*
- *The clarity of objectives to be achieved by the program.*
- *Demonstrate the compatibility of the objectives of the program with the objectives, mission and vision of the department, college and university and their and the philosophy of higher education in the Kingdom.*
- *Ensure that the program vision and mission are consistent with the University's vision and mission.*
- *The vision and mission should be flexible and achievable according to the program and department capabilities.*
- *The vision and mission of the program MUST fulfill the needs of society and conform to the economic and cultural requirements of the Kingdom.*

#### *Article 3-3: Identify sectors that contributed to building program and highlighting its importance*

- *Describe the sectors that contributed to building the program (students, faculty members, representatives of public and private sectors, specialists and experts).*
- *Highlight importance of the program and its relevance to the needs of the labor market.*
- *Outline contributions from civil society organizations and the employment sector.*

#### *Article 3-4: Interests and directions of department and members*

- *Statement of research interests and faculty members.*
- *Number of faculty members who have received international or global awards or patents.*
- *Number of faculty members awarded scientific prizes or international publication.*
- *Benefit from scientific research in the department to production, service or community institutions.*
- *Number of joint scientific research between the department and the rest of the scientific departments in the college or university or research institutions and other higher education internal or external institutions.*
- *The department's means to motivate, care and support researchers.*

- *The department's means to develop research and teaching skills for faculty members.*
- *Number of faculty members participating in scientific missions, seminars, workshops, and local, regional and international conferences.*

**Article 3-5: Ability to carry out research consistent with aspirations of faculty as well as community**

- *Number of community scientific research completed by faculty members in the department.*
- *Community research priorities in the department.*
- *Scientific cooperation with different parties in promoting scientific research and benefiting from it.*
- *Measurement standards and methods of resource assessment and appropriate recruitment.*
- *Methods of developing performance of faculty members within department.*

**Article 3-6: Areas of work for graduates of proposed program and its beneficiaries**

- *Indicate sectors that may receive graduate to work within its system.*
- *Clarify possibility of graduates entering the private labor market.*
- *Accurately identify beneficiaries to expedite program classification.*
- *Please be aware that the Ministry of Civil Service Bureau is expected to present the program to the aforementioned beneficiaries to verify its importance to such entities, and the appropriateness of jobs for them.*
- *Write, in the points, names of agencies, establishments and ministries that can benefit from the program - (the name of the program graduate must be approved by the Civil Service Bureau before it is approved).*

**Article 3-7: Committees formed at departmental level related to the program**

- Identify committees at the departmental level related to the program (as detailed and outlined in Table 6).

**Table (6): Committees formed at departmental level related to the program**

Committee title	Committee Chairperson	Committee Members	Committee Functions & TORs	function of each committee member

**Article 3-8: Comparative study between proposed program, peer and similar programs adopted for benchmarking**

- a) Benchmarking program (Table 7)
  - Recall reference program to proposed one.
  - Specify detailed reference program data.

- Reference program must be at a university with a minimum grade of 50, according to the Times.

b) Similar programs

- Indicate distinctive features of proposed program as compared to other similar programs in terms of:
  - i. Method of study in the program (by thesis and courses or courses and research project).
  - ii. Novelty of the program in its courses in terms of subjects.
- In brief - and in points outline differences of proposed program from other similar programs in terms of courses, content, number of program credit units and number of core and elective units.
- Write names of programs similar to the proposed program (in other universities within or outside the Kingdom) in terms of title and content, as depicted in Table (8).

*Table (7) Reference Program to Proposed one.*

University Name	Department Name	Program title	Country / Country (Full Address)	Courses / Credit Hours / Details

*Table (8) similar programs to the proposed one.*

	Program	Program	Program
University Name			
Department Name			
Program title			
Country / Country			
full address			
Credit Hours for core and Elective Courses			
Ratio of science / humanities / specialization courses			
Similarities			
differences			
Program Accreditation Authority			

*Article 3-8: Efforts to build the program, external entities that have been consulted and contributed to construction of program and presentation of developed program to external bodies*

- Proposed post graduate programs are to be exposed to external entities or experts from within the Kingdom or from abroad (with distinguished experience and scientific competence in the field of specialization and postgraduate studies). They need not be less than two before recommending program approval, in accordance with the

*decision of the Council of the Deanship of Graduate Studies. The Departmental Board should mention, on this page, entities to which the program has been forwarded. Reports prepared and submitted by these institutions must be attached with program development proposed (if available).*

- *Identify names, titles and specializations related to the evaluating and consulting institution.*
- *Include CVs.*
- *Include the department and program response to comments made by the consultant,*

#### **4- Vision**

- *The vision of the program must be consistent with the vision of the university.*
- *The vision should be flexible and achievable according to the program's (Department) potential.*
- *The vision of the program must fulfill the needs of the society and meets economic and cultural requirements of the Kingdom.*
- *The program vision should be specific and useful in making decisions covering all program activities.*
- *Vision is a destination that aspires to achieve a specific goal - to be reached - within a specific period of time.*
- *Vision is a means and not an end to achieve the goal.*
- *The vision of the program should be clear so that it can enable setting criteria to be used in measuring the level and computation of achievement.*
- *the university must officially approve the vision and reviewed periodically according to changing circumstances*

#### **5-Mission**

- *The program mission should correspond to the University's mission.*
- *The mission should be flexible and achievable according to the program's (Department) potential.*
- *The mission is an objective that expresses an unspecified task.*
- *The mission is a vector that has no valuation. It is a quality that feels, detects and never ends.*
- *The mission of the program must fulfill the needs of the society and meets the economic and cultural requirements of the Kingdom.*
- *The program mission should be specific and useful in making decisions covering all program activities.*
- *The program mission should be clear so that it can be used to measure the level of achievement.*

- *The mission should be officially approved and periodically reviewed by the University in accordance with changing circumstances.*
- *The mission to be used as a basis for strategic plans for specific time periods.*
- *The mission should be known and supported by the members of the department (members of the program).*
- *The mission should be used to give clear criteria for building program plans.*

## **6-Objectives**

### **6-1 Program objectives**

- *In addition to the general objectives set out in the Uniform Regulations for Graduate Studies (1418H), please state the following:*
  - Define strategic objectives of the program and its relevance to the strategic objectives of the Kingdom's vision for sustainable development (Vision 2030).*
  - Objectives of the program and the extent to which the Saudi society needs it.*
  - Importance of the program, the reasons for its submission and the extent of the society's need for it.*
- *Objectives of the program to be carefully written in both Arabic and English.*
- *Objectives must be specific and concise.*
- *Objectives should be specific points, concise and linked to the Kingdom's vision of sustainable development.*
- *The goals must be achievable and measureable through assessment means. They must illustrate the following, for example: program service for the educational process, or program service for scientific research, or program service to the community, or expanding knowledge, cognitive or emotional perceptions.*
- *Objectives must be modeled according to the SMART procedure (Specific, Measurable, Attainable, Realistic, and Time Bound).*
- *Objectives should be reflected in program courses when proposed.*

### **7-Justification of program delivery**

- *Identify the rationale for the progress in developing the program and it must be supported by specific documents.*

## **8- Admission to the program**

### **Article 8-1 Program study and admission requirements**

- *This item is allocated for additional incremental admission requirements which the department deems necessary for the proposed program. Special conditions are included in the program information and are subject to change.*
- *General conditions of admission as stipulated by the unified regulations for postgraduate studies in Saudi universities.*
- *These conditions should not contradict the general conditions of the Deanship of Graduate Studies on its website.*

### **Article 8-2: Statistics & number of expected student enrolments for proposed program**

- *The department should provide an estimate of the number of students expected to be accepted in the program (not exceeding 1: 5) of the faculty members in the scientific department according to thesis supervision conditions. The number, upon acceptance in programs, should not be less than (5) students for masters, and (3) students for doctoral).*

## **9-Study program cohort**

### **Article 9-1: Academic requirements for scientific degree**

- *The minimum and maximum levels of credit units should be adhered to as per relevant prevalent regulations, bylaws and rules and their procedures.*
  - A. The department determines the total number of units required to obtain the proposed degree (higher diploma / master's / doctorate).*
  - B. The department outlines the distribution of total credit units to get the degree for core and elective courses and the thesis or research project.*
  - C. The department shall specify any requirements that are deemed necessary for the specialization such as: language requirements, or pre-requisites for the program.*
- *The master's degree study plan should include courses related to specialization from other departments at the same stage, as stipulated in the control article of the regulation.*
- *Elective courses must be registered with the approval of the other department.*
- *Elective courses must not be less than 25%.*

*Table (9) shows the minimum and maximum credit units of the courses in graduate programs.*

<i>Table (9) Minimum &amp; maximum course credit hours</i>							
<i>Degree</i>		<i>Number of credit units for courses (Without thesis)</i>		<i>Number of credit units for thesis</i>		<i>Total number of Program units</i>	
		<i>Minimum</i>	<i>Maximum</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Diploma</i>		<i>24</i>	<i>36</i>	<i>-</i>	<i>-</i>	<i>24</i>	<i>36</i>
<i>Master</i>	<i>Courses and thesis</i>	<i>24</i>	<i>32</i>	<i>6</i>	<i>10</i>	<i>32</i>	<i>42</i>
	<i>Courses only</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>30</i>
<i>PhD</i>	<i>Courses and thesis</i>	<i>30</i>	<i>42</i>	<i>12</i>	<i>15</i>	<i>42</i>	<i>57</i>
	<i>Some courses and thesis</i>	<i>12</i>	<i>18</i>	<i>20</i>	<i>30</i>	<i>32</i>	<i>48</i>

- *One theoretical hour equivalent to one credit hour.*

- Two practical hours are equivalent to one credit hour.
- Commitment to numbering of courses is as follows:
  - Each course is given a three-digit number.
  - The percentage number indicates degree as shown in Table (10).

<i>Table (10) Course coding</i>		
<i>Degree</i>	<i>All colleges except the Medicine and Dentistry</i>	<i>Colleges of Medicine and Dentistry</i>
	<i>Centennial number</i>	<i>Centennial number</i>
Diploma	5	7
Masters	8	6
PhD	9	7

*The decimal number refers to the specialization as shown in Table (11).*

<i>Table (11) The decimal number for the specialization in the courses</i>		
<i>Centennial number</i>	<i>An example of a master's degree</i>	<i>courses</i>
0-1	<i>Numbers from 600, 601, 602, 603, ... to 619</i>	<i>Core and basic courses in the department</i>
2	<i>Numbers from 620, 621, 622 ... to 629</i>	<i>First Specialization</i>
3-8	<i>Numbers from 630, 631, 632, ... to 639</i> <i>Numbers from 640, 641, 642, ... to 649</i> <i>Numbers from 650, 651, 652, ... to 659</i>	<i>following specialization</i> <i>following specialization</i> <i>following specialization</i>
9	<i>Numbers from 690, 691,... 692 to 699</i>	<i>Special courses</i>

- For the College of Dentistry, the decimal number "2" can also be used in the basic courses. Therefore, the numbers assigned to basic and core courses of this college are: 600, 601, 602, 603, ... to 629
- In case of need in one of certain specialties for more than one decimal number, it is given consecutive decimal numbers (e.g. 620, 621, .... to 639).
  - a) The ones number represent serial of courses according to its dependence on each other as a pre-requisite, and the previous prerequisite precedes the course on which depends on it.
  - b) The decimal number 9 is maintained with the ones for the specific special courses as shown in Table 12.

<i>Table (12) Ones numbers assigned to special specific courses.</i>				
<i>course</i>	<i>Ones</i>	<i>Decimal number</i>	<i>Full number</i>	<i>An example of a master's degree</i>
<i>Thesis</i>	9	9	99x	799
<i>Research Project</i>	8	9	98x	798
<i>Special or Selected Topics (2)</i>	7	9	97x	797
<i>Special or Selected Topics (1)</i>	6	9	96x	796
<i>Research Seminar</i>	5	9	95x	795
<i>Methods of Scientific Research</i>	4	9	94x	794
	3	9	93x	793
	2	9	92x	792

	1	9	91x	٦٩١
	0	9	90x	٦٩٠

*x stands for 5, or 6, or 7, or 8 or 9 according to degree*

*In case of introduction or existence of other courses that cannot be numbered, or if a particular course is needed to be repeated by another name, especially for special courses, the numbers 90, 91, 92 and 93 should be used. Note that number 96 is reserved for special topics (or selected) and 97 for special topics (or selected) (2).*

#### **Article 9-2: Thesis and research project**

- *Explain fundamental differences between thesis and research project.*
- *Indicate requirements for preparation of thesis and dissertation and scientific writing and final presentation.*

#### **Article 9-3: Academic supervision**

- *Assist specialized committee by support, academic guidance, tasks and TORs and objectives.*
- *Explain the path to be followed to provide students with academic skills that raise their level of scientific achievement and direct them to attain best results and adapt to university environs.*
- *Clarify functions and role of academic advisor.*

#### **10-Comprehensive tests**

- *Indicate comprehensive tests, if any.*

#### **11-Graduation Requirements**

- *Graduation requirements must be formulated and determined.*

#### **12-Equipment and facilities**

##### **Article 12-1: Lecture halls**

- *Lecture halls must be defined as in Table (13).*

*Table (13) Lecture hall equipment.*

*Indicate number of classrooms reserved for postgraduate programs:*

*Are the rooms equipped with the application requirements of the program?*

*Yes.*

*No.*

*If no, please briefly indicate the requirements that need to be completed before the program is implemented:*

.....  
 .....

##### **Article 12-2: Laboratories**

- *Enlist current laboratories (to be written both in Arabic and English) (Table 14).*
- *Write name of laboratory and list available devices and equipment in it.*

- List proposed laboratories to be established (in Arabic and English) (Table 15).

<i>Table (14) list of current departmental laboratories that will be used in practical work and applied research for the proposed program</i>		
<i>No.</i>	<i>Laboratory name / Available devices / Materials</i>	<i>Laboratory capacity</i>

*How many laboratories are allocated to graduate programs?*

*Are laboratories equipped with program implementation needs?*

*Yes.*

*No.*

*If No, please briefly indicate the requirements that need to be completed before the program is implemented:*

.....

.....

<i>Table (15) proposed laboratories to be established which will help increase future number of enrolments and does not affect commencement of proposed program</i>		
<i>No.</i>	<i>Laboratory name / equipment / material</i>	<i>expected starting date</i>

**Article 12-3: Libraries and databases**

<i>Table (16) Library equipment and databases</i>
<p><i>Is the library equipped with program application requirements?</i></p> <p><input type="checkbox"/> <i>Yes.</i></p> <p><input type="checkbox"/> <i>No.</i></p> <p><i>If No, please briefly indicate the requirements that need to be completed before the program is implemented:</i></p> <p>.....</p> <p>.....</p>
<p><i>Are there electronic search engines required to implement the program?</i></p> <p><input type="checkbox"/> <i>Yes.</i></p> <p><input type="checkbox"/> <i>No.</i></p> <p><i>If No, please briefly indicate the requirements that need to be completed before the program is implemented:</i></p> <p>.....</p> <p>.....</p>

<p><i>Is there Internet access for students ?</i></p> <input type="checkbox"/> <i>Yes.</i> <input type="checkbox"/> <i>No.</i>
<p><i>Is there an online academic counseling service for students ?</i></p> <input type="checkbox"/> <i>Yes.</i> <input type="checkbox"/> <i>No.</i>
<p><i>Is e-registration available for students ?</i></p> <input type="checkbox"/> <i>Yes.</i> <input type="checkbox"/> <i>No.</i>

**Article 12-4: Physical potential**

**Article 12-5: Human resources**

- Identify existing or necessary human resources for program implementation as per table (17).

*Table (17) Human potentialities existing or necessary for launching the program.*

<i>Existing human potentials</i>			<i>Necessary human potentials</i>		

**Article 12-6: Computer and e-learning**

**Article 12-7: Other equipment and needs**

- Identify any other existing or necessary equipment for constructing the program.

**Article 12-8: Available resources, academic members and staff**

- a) The Department must provide a statement of capabilities available to students, provided that they are sufficient to ensure the success of the program in terms of: teaching, supervision and scientific research, as follows:
- i. Identify main research areas in the department.
  - ii. The rate of faculty stability in the department over the past five years.
  - iii. Attach a list of faculty members (professors and associate professors specialized in the field of the program) according to the information required to table (12) and ranked according to the scientific rank of each.
    - Write names of faculty members, then lecturers and then teaching assistants, without titles.
    - Tabulate members of teaching staff and those who are in the same in table (12) as follows:

- *Professors, then associate professors, then assistant professors, then lecturers, then teaching assistants.*
  - *The rank in each order shall be according to the year of obtaining the PhD degree.*
  - *Arrange names within each scientific rank by year of graduation.*
  - *Clarifies the status of each member (scientific vacancy, socondment, scientific communication, or scholarship) and specify expected date of return to the department.*
  - *List theoretical, practical and field teaching load.*
  - *Unify method of writing the calendar, whether Hijri or Gregorian.*
  - *Arrange names by qualification and number of years of experience.*
- b) The department shall ensure availability of scientific references, textbooks, study material, computer programs and other laboratory and logistic aids required for the program.*
- c) Attach a list of technical and administrative cadre in the required department according to table (18) and rank it according to years of experience.*



**Article 12-9: Technical staff**

- Tasks and responsibilities of each member of the technical staff shall be determined according to table (19).

**Table (18) technicians in the department at beginning of academic year 1438 H - 2017 AD**

No.	Name	Nationality	Technical qualification	Number of years of experience	Current job

**Article 12-10: Administrative Staff**

- Identify administrators in the department and state tasks and responsibilities of each member of the technical staff according to table (20).

**Table (19) department administrators at beginning of academic year 1438 - 2017 AD**

No.	Name	Nationality	Administrative Qualification	Number of years of experience	Current job

**Article 12-11: Proposed program funding, costs & budget (for cost-driven programs)**

- This item is for special programs (cost-driven).
- The department must determine the costs of the program to be constructed if it is paid for (as per Table 21), in consultation and coordination with the Deanship of Graduate Studies.
- Attach the minutes of coordination between the college and the academic department with the Deanship of Graduate Studies.
- The estimated budget items for the proposed program may include the following items for its design, implementation and development:
  1. Remunerations for the department committee responsible for designing, characterizing and modifying the program.
  2. Consultants invited in designing and characterizing the program.
  3. Reviewers in the first and last stages of the program.
  4. Monetary and physical needs to implement the program in the future.
  5. Human resources needed to implement the program.

6. Visiting professors with whom the department cooperated to present the program, in coordination with the university specialized authorities.
7. Professors attracted during implementation of program, in coordination with the competent authorities at the university.
8. The cost of using e-learning or integrated or remote education to estimate cost of course and its presentation in compliance with the requirements of the Distance Education Regulations, the Council of Higher Education and universities regulations.
9. The entitlements of internal and external assessors after the graduation of the first batch of the program in coordination with the Deanship of Quality Assurance and Academic Accreditation of the University.
- 10.10. the cost of each course for students in the parallel programs must be determined, and calculate amounts collected from student as a return to the University.

- Fill in the program budget form shown on Table (22).

<i>Table (20) Proposed program costs</i>	
<i>The cost of one semester</i>	<i>Total cost of the program as a whole</i>
Remarks:	

<i>Table (21) Program budget questionnaire</i>					
First: Program Title:					
Second: Program data:		Total cost	Period of implementation	Justification of length of time (Within one line)	
Second: Program designers (team names):					
Name (Quadrant)	Institution	Specialization	Scientific Rank	Means of Communication	
				Telephone	Email
Names of the proposed arbitrators:					
Name (Quadrant)	Institution	Specialization	Scientific Rank	Means of Communication	
				Telephone	Email

Third: Program Design Budget:

Program design team	Category	Number	Remuneration per hour	Number of working hours	Budget	Total
	Team leader professor					
	Associate professor					
	consultant					
	Other (please specify)					
Total item						

Program design kits	Classification	Semester (1)	Semester (2)	Semester (3)	Semester (4)	Notes
	1. Equipment					
	2. Materials					
	3. Laboratories					
	4. Education Technologies (Programs)					
	5. Other (please specify)					
Manpower	1. Visiting professors					
	2. Attracted professors					
	3. Reviewers for the first stage					
	4. Reviewers for the second phase					
	5. Other (please specify)					
Total cost of the course						
Total cost of courses						
Student Cost = Cost/Number of Students						
Grand total						

Fourth: A commitment to implement all contents of this form:

Name of Team Leader:.....

Signature: .....

Date: ..... / ..... / ..... e.

<p>Fifth: The opinion of the department:  The decision of the council of the department in its meeting number: (.....) for the academic year: ..... / ..... held on: .....</p> <p>Head of Department: .....</p> <p>Signature: .....</p>
<p>Sixth: The College's Opinion:  The decision of the College Council in its meeting: (.....) for the academic year: ..... / ..... / .....</p> <p>Dean of the College: .....</p> <p>Signature: .....</p>
<p>Post Graduate Dean  The name: .....</p> <p>Signature: .....</p>

**Article 12-12: Additional required sources**

*Determine additional capabilities required for the program at the level of faculty members, technicians, administrators, laboratories, library and computer, specifying whether or not any of these are necessary to start the proposed program.*

**13-study plan**

**Article 13-1: Schematic illustration for the course semesters**

- *Add a schematic outline path and layout of courses of the program.*

**Article 13-2: Sub-specialties of the program**

- *Detail sub-disciplines of the program, if any.*
- *Indicate the reason for existence of sub-specialties and the certificate title to be offered later to the graduate.*

**Article 13-3: Listing & description of proposed program courses**

- *Fill out the form shown in Table (23).*
- *The numbering of courses should be according to the numbering approved by the Deanship of Graduate Studies Council.*

Course code	Course title	Credit hours			Prerequisite
		Theoretical	Practical	Credit	
	A. Core Courses:				
	B. Elective courses:				
	C. Thesis or research project:				
	D. Courses from other departments included in the proposed program, if				



<i>Program or programs in which the course is offered:</i>	<i>(if there is a general elective course in several programs, identify this instead of preparing a list of such programs)</i>																						
<i>Name of department responsible for the course:</i>																							
<i>Year or academic level in which the course is given:</i>																							
<i>Prerequisites for this course (if any)</i>																							
<i>immediate requirements of this course (if any).</i>																							
<i>Location where course is offered if not in the main building of the educational institution</i>																							
<b>B) Objectives:</b>																							
1) <i>Brief description of the basic learning outcomes for students enrolled in the course.</i> .....																							
2) <i>Briefly outline any plans to develop and improve the course. (Such as the use of information technology or the Internet, and changes in content as a result of new research in the field of study).</i> .....																							
3) <i>Course Description:</i> <i>(Note: a general description should be included in the form used in the brochure or manual).</i>																							
1) <i>Topics to be addressed:</i>																							
<table border="1"> <thead> <tr> <th><i>Teaching hours</i></th> <th><i>Number of weeks</i></th> <th colspan="2"><i>List of topics</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td></td> <td>١٥</td> <td colspan="2"></td> </tr> </tbody> </table>				<i>Teaching hours</i>	<i>Number of weeks</i>	<i>List of topics</i>											١٥						
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2) <i>Course components (total number of teaching hours per semester):</i>																							
<table border="1"> <thead> <tr> <th><i>Lecture</i></th> <th><i>Lecture material</i></th> <th><i>Laboratory</i></th> <th><i>Theory/ practical / field training</i></th> <th><i>Other</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				<i>Lecture</i>	<i>Lecture material</i>	<i>Laboratory</i>	<i>Theory/ practical / field training</i>	<i>Other</i>															
<i>Lecture</i>	<i>Lecture material</i>	<i>Laboratory</i>	<i>Theory/ practical / field training</i>	<i>Other</i>																			
1) <i>Additional special study hours / learning hours expected to be completed by the student per week. (This average should be presented for each semester and not that is required per week):</i>																							

2) Development of learning outcomes in different areas of learning.  
Indicate for each of the outlined learning areas the following:

- A quick summary of the knowledge or skills that the course seeks to develop.
- A description of the teaching strategies used in the course to develop such knowledge or skills.
- Methods to evaluate student in the course to evaluate the learning outcomes in this field

a. *Knowledge:*

1. *Description of the knowledge to be acquired:*
2. *Teaching strategies used to develop that knowledge:*
3. *Methods of assessment of knowledge acquired:*

b. *Cognitive skills:*

1. *Characterization of cognitive skills to be developed:*
2. *Teaching strategies used to develop these skills:*
3. *Methods of assessment of cognitive skills in the student:*

c. *Communication skills with others and taking responsibility:*

1. *Description of interpersonal skills and responsiveness to be developed:*
2. *Teaching strategies used to develop these skills:*
3. *Methods of assessing the skills of communicating with others and the ability for the student to take responsibility:*

d. *Communication Skills, Information Technology, Numerical Skills:*

1. *Characterization of skills to be developed in this field:*
2. *Teaching strategies used to develop these skills:*
3. *Methods for evaluating the numerical skills and communication skills of the student:*

e. *Psychomotor skills (if any):*

1. *Characterization of the psychomotor skills to be developed and the level of performance required:*
2. *Teaching strategies used to develop these skills:*
3. *Methods of assessment of students' psychomotor skills:*

• *Table of student's assessment tasks during the semester:*

<i>Assessment</i>	<i>Assessment task (writing an essay, test, group project, final test, etc.)</i>	<i>week of the final assessment</i>	<i>Percent age from final assessment</i>
1			
2			
3			
4			

<b>c) Student Support:</b>
<i>Measures of faculty members to provide counseling and academic guidance for students (indicate the expected time for staff to be present for this purpose each week).</i>
<b>d) Learning Resources:</b>
<ol style="list-style-type: none"> <li>1. Required textbooks</li> <li>2. main references:</li> <li>3. Recommended books and references (scientific journals, reports, etc.) (please attach a list).</li> <li>4. E-references, websites ... etc.:</li> <li>5. Other educational materials such as computer-based programs / CDs, technical standards / regulations:</li> </ol>
<b>e) Facilities required</b>
<p><i>Indicate the requirements of the study course including the size of the classrooms and laboratories (i.e. number of seats within classrooms and laboratories, number of computers available ... etc.).</i></p> <ol style="list-style-type: none"> <li>1. Buildings (lecture halls, laboratories, etc.):</li> <li>2. Computer Resources and Programs:</li> <li>3. Other sources (specify ... such as the need for special laboratory equipment, mention them, or attach a list of them):</li> </ol>
<b>f) Course Calendar and Development Processes:</b>

## 14-Program Evaluation

### Article 14-1: Program Evaluation - General Information

<i>Table (26) A form for reviewing program of graduate studies - General information (Reviewer no.)</i>	
<i>Faculty</i>	<i>Scientific Department</i>
<i>Program's Name</i>	<i>Style of studying</i>
<i>Reviewer's Name</i>	<i>Scientific Degree</i>
<i>Affiliation</i>	<i>Country</i>
<i>Major Specialization</i>	<i>Minor Specialization</i>
<i>e-mail</i>	<i>Phone</i>

### Article 14-2: Reviewer opinion

<i>Table 27: Reviewer Comments</i>				
<i>Aspects to be evaluated</i>	<i>Evaluation or Assessment</i>			
	<i>Disagree</i>	<i>Agree</i>	<i>Agree with amendments</i>	<i>Totally Agree</i>
<i>Name of scientific degree</i>				
<i>Distribution of</i>				

<i>course credits</i>				
<i>Distribution of theoretical and practical credits for all courses</i>				
<i>Course name and Courses descriptions</i>				
<i>Degree of identity of course's titles in Arabic and English</i>				
<i>Appropriate hours for each course</i>				
<i>Courses to be modified</i>				
<i>Courses to be deleted</i>				
<i>Courses to be added</i>				
<i>Other aspects that could support the academic program</i>				
<i>Observations which support the program</i>				

**Table (27) Graduate Program Review Questionnaire**

Program Name:.....				
Degree:.....				
Department:.....				
College :.....				
First: personal information of reviewer				
Name of reviewer..... :				
Degree..... :				
Specialization..... :				
Employer..... :				
Address: ..... Telephone: ..... Fax: ..... Email..... :				
(Please attach CV)				
Second: Evaluation of the elements of the program				
element	Item rating			Note / Proposed Amendment
	Excellent	suitable	needs adjustment	
Program title				
Introduction				
2-1 importance of the program to the university and society				
2-2 methods used in determining program's title, mission, vision and objectives				
2/3 Interests and directions of the department and faculty members				
2.4 Areas of Work for Graduates of the Program				
◦,√List programs that have been compared and benefited from				
Program vision				
Program mission				
Program Objectives				
√◦Formulation of objectives				
◦,√Measurable				
Justification of program launching				
Admission standards				
Structure of the program				
√/∧Core Courses				
√/∧Specialized courses				
/∧3 Elective courses				
ξ/∧ Thesis or research project				
Graduation Requirements				
√/∧ Courses				
√/∧ Thesis / research project				
√/∧Comprehensive testing (if any(				
Equipment (classrooms, laboratories, databases, technology)				
Faculty Members (Numbers, Degrees(				



*Fourth: The opinion of the reviewer in the program in general:*

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*Fifth: The recommendation of the reviewer:*

*The reviewer therefore recommend the following:*

- Accept the program.*
- Accept the program with the proposed modifications in second and third sections of this report.*
- Do not accept the program except after making the radical changes mentioned in the second and third sections of this report.*
- Permanently, do not accept the program for the reasons mentioned.*

*Name of reviewer:* .....

*Signature:* .....

*Date:* .....

## Comments

*Any comments the college or department wishes to add to support the application (if any).*

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For any inquiries please contact the following numbers and addresses:  
Transaction number: 32562  
e-mail: [DGS.UAR@iau.edu.sa](mailto:DGS.UAR@iau.edu.sa)

