

Kingdom of Saudi Arabia - King Saud University  
Vice Rectorate for Educational  
and Academic Affairs



## Department of Study Plans and Programs Manual

Leading Academic Programs:  
Distinguished Graduates 2020





# Index

No	Title	Page number
<b>1</b>	<b>Foreword</b>	<b>7</b>
<b>2</b>	<b>Introduction</b>	<b>9</b>
<b>3</b>	<b>Definitions</b>	<b>11</b>
<b>4</b>	<b>Department of Study Plans and Programs</b>	<b>15</b>
5	vision - Mission - Objectives	16
6	Main tasks	17
7	Department Units Task Description	17
8	Study Program Approval Cycle at KSU	19
<b>9</b>	<b>Programs and Study Plans Approval Procedures</b>	<b>22</b>
10	Diplomas of a special nature	38
11	Important Dates for approving study plans and programs	40



No	Title	Page number
<b>12</b>	<b>Criteria of curriculum review</b>	<b>41</b>
13	Features of a quality Study Program	43
14	Criteria of Programs Development	45
<b>15</b>	<b>Colleges Restructuring Procedures</b>	<b>48</b>
16	Procedures of establishing a new department	50
17	Procedures of Establishing a New College	51
<b>18</b>	<b>Regular Review Procedures of Study Programs</b>	<b>53</b>
<b>19</b>	<b>KSU Coding System</b>	<b>55</b>
<b>20</b>	<b>Forms used</b>	<b>56</b>
21	Form (A) - Request to open a new academic program	58
22	Form (B) - Suggested Academic Plan	63

No	Title	Page number
23	Form (C) Modifying an existing program	64
24	Form D - Changes in an Existing Program	68
25	Form (E) - Distribution of effective hours in the academic syllabus (University, College, Department)	69
26	Form (F) - External Arbitration	72
27	Form G - Request to create a new department or college or amend a name	73
28	Form (H) - Short course description	75
29	Form (I) - Requirements for program approval	76
30	Form (J) - Requirements of the implementation of the academic syllabus or program	78



# Foreword

## Foreword :

King Saud University based on its strategic plan and in line with the vision of Saudi Arabia (2020 - 2030) seeks to make its university undergraduate programs compatible with the labor market, with the nation development requirements, and developments in the scientific disciplines in various fields. Given the human and material resources needed to accomplish these goals, the university prepared a guidebook for all its faculty members, and those working in preparing study programs, in order to lead the process of program development and unify procedures across all university units. The guidebook should insure all programs development stages to be in harmony with standards of national and international academic accreditation.

Even though the task is not easy, the university spares no effort to provide full support to all colleges in order to reach the highest quality standers.

The guide includes in its current version (1441 AH - 2020 AD) many new forms, new process, and enrichment information. In addition, some requirements were omitted, and a number of forms were eliminated so that the focus be more on the quality rather than the quantity. Also, new path is established for program approval of some diploma programs with special nature in order to keep abreast of rapid changes in the job market of these programs.

Finally, there may be some new requirements that could be introduced by the Saudi National Framework, or the National Center For Academic Accreditation And Evaluation, and to keep pace with these rapid developments, the electronic version of this guidebook will reflect these developments instantly.

**University Vice President for Educational and Academic Affairs**

**Prof. Mohammed bin Saleh Al-Numai**



A photograph of a staircase where each step is a book, receding into the distance. The image is framed by a blue diamond shape with a white diamond at its center. The background of the slide is a solid blue color with various geometric shapes and lines in shades of blue, green, and yellow.

# Introduction

## Introduction:

In correspondence with the vision of the University and its trend towards leadership and in order to enhance its educational outputs to cope with the development plans and meet the needs of the labor market as well as the criteria of academic performance, the department of study plans and programs has been assigned the responsibility of supervising all undergraduate programs. The purpose of establishing the department is to deal with a number of challenges as follows:

- Expansion of technical affiliated knowledge facing the educational process in its various branches.
- The need for more clarity in the criteria and mechanism for building curriculums.
- Lack of proper consultation with competent authorities in both the public and private sectors.
- Inability of setting the aims and objectives of the programs and educational plans and linking them with the intended output.

And from a prospective of ensuring the success of programs through the following of these factors.

- Alignment of the plan with the vision, mission and goals of the academic department.
- A clear-cut methodology and mechanism for developing programs.
- Knowledge of the experiences of other similar bodies in the local, regional, and international arenas.
- Active participation of concerned bodies, faculty members, teaching staff, students (male and female), and public and private sectors.

Based on those challenges, the vision and mission of the University, the strategic plan of the rectorate of educational and academic affairs, and vision 2030, the administration of academic programs and plans set out a plan in which its vision, mission, and objectives were stated in order to enhance existing programs and propose new ones matching the kingdom development plans and the needs of the labor market.



## Definitions



## Definitions:

### Study Program

Total of free, mandatory, and elective courses whose total credit hours represent the graduation requirements students should fulfill in order to get a specific degree.

### Study Plan

It is the total of study courses per student. It differs according to the free and elective courses chosen by the student. The study plan ends when the student obtains his targeted degree.

### Slight Modification of a Study Program

#### A modification that is limited to:

- Changing the title or name of a maximum of five courses without affecting the courses content,
- Adding more elective courses to the department pre-prepared electives list,
- Adding a maximum of two new courses to the plan.

Modifications will be approved only by the Permanent program and bylaw Committee without being sent to University Council.



### **Major Modification of a Study Program**

It is anything that is beyond the Slight Modification's. All procedures of approving a new study program are applicable.

### **Study Level:**

It's the study stage or grade according to approved study plans.

### **Study Unit:**

It is any weekly lecture or clinical study that lasts not less than 50 minutes, or practical or field study that last not less than 100 minutes.

### **Study Course:**

It is a course in an approved study plan. Every course must have a name, code, and number. It should also have detailed content description that makes it distinguished by level and content. It should also have a file kept in the relevant department to maintain follow up, evaluation, and development processes. Some courses might have some concurrent or prerequisite requirements.

### **Advisory Committees:**

They are three consulting committees of three different fields (Human Sciences - General Sciences - Health Sciences) linked to department of study programs to act upon:

- Reviewing programs and study plans of different disciplines,
- Recommending necessary modifications,
- Assuring absence of duality in colleges programs and repetition of courses.

Colleges are represented by their Deputy Deans for Academic Affairs.

### **External Evaluation:**

Study programs are submitted to a specialized academician or authority in or out of Saudi Arabia for review.

### **Interdisciplinary Program:**

It is a study program that intersects with, or applied in more than one department in a college or in different colleges. Responsibility of designing the program is claimed to be shared, unless submitted to individual authority to set it up.

### **Restructuration**

It is a project that aims at organizing work inside colleges by reconsidering colleges' names and departments and re-naming such departments. It may also include a paradigm to develop current programs or establishing new ones.



## Department of Study Plans and Programs

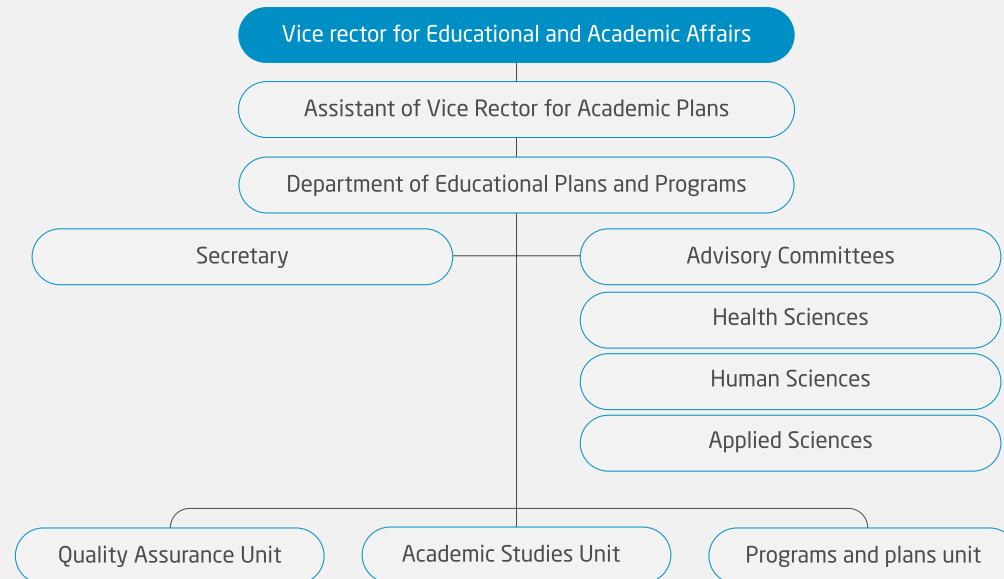
## Department of Study Plans and Programs:

It is an executive department that is concerned with the undergraduate academic programs in King Saud University. The department takes over evaluating, developing, supervising, and following-up programs in order to upgrade the university academic programs to cope up with its vision, mission, and objectives, which correspond to kingdom development plans.

### Management Structure

The department is linked to the vice rector for educational and academic affairs. It has a direct connection to deans and head of departments of colleges in all issues concerning development of study programs.

#### Structure of the department







## **vision**

Distinguished study programs.

## **Mission**

Application of specifications and criteria in formulating the plans and programs through the strengthening of community partnership and fostering of cooperation with various universities and scientific institutions to upgrade the university educational outputs in pursuit of leadership and realization of the needs of the community and national development.

## **Objectives**

- Setting of necessary specifications and standards in laying down the curriculums and educational programs while coping with the standards of academic accreditation.
- Establishing community partnership with public and private sectors in order to upgrade and improve the level and quality of the curriculums and educational programs.
- Academic cooperation with various local and international universities and educational institutions to ensure an excellent quality in formulating plans and programs.
- Providing support and assistance to academic departments to create a competitive environment for upgrading of academic programs.
- Evaluating the academic plans and programs in the academic departments and strive to improve them in accordance with the aims and objectives of the university in cooperation with the deanship of quality and development and other relevant bodies at the university.
- To assist colleges and departments in preparing programs taking into consideration the development process and selecting convenient means to achieve those purposes as well as to propose new mechanism for upgrading curriculums and educational programs.

## Main tasks:

- To keep in close touch with the colleges and departments for developing curriculums and educational programs.
- Supervision of the development of plans and programs.
- Preparation of brochures and modules that promote achievement of an outstanding performance in preparing curriculums.
- Follow up of the latest development in academic programs at the level of local and international universities.
- Coordination with the relevant bodies to organize workshops and training courses in the field of educational programs and plans.

## Department Units Task Description

### Plans and Study Programs Unit

- Following up of all university study plans
- Management of bylaw and program permanent committee
- Coordinating with all department units to implement study programs mechanism
- Studying relevant issues relegated to the department



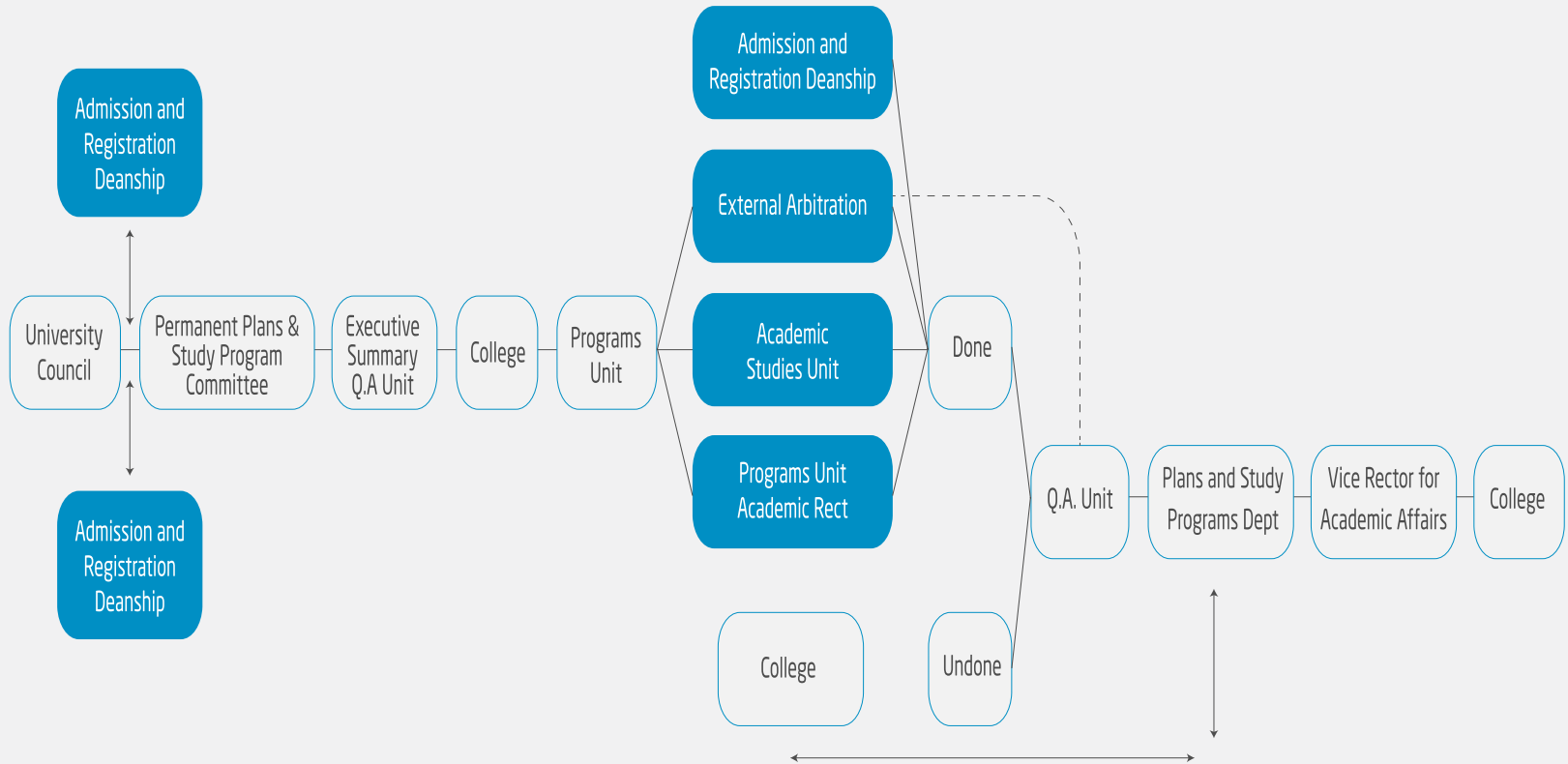
### **Quality Assurance Unit**

- Assuring that the submitted programs meet requirements
- Assuring that colleges have made the modifications recommended by the consulting committees and external evaluators
- Supervising external evaluation procedures
- Contacting Quality Deanship regarding study programs quality
- Getting acquainted with the updates in program approval process
- Studying relevant issues related to the unit

### **Academic Studies Unit**

- Exploring of programs needed by labor market
- Getting constantly acquainted with KSU departments and disciplines and proposing resolutions concerning duality of departments and study programs.
- Studying relevant issues relegated to the unit

## Study Program Approval Cycle at KSU





## Important Note

All colleges and departments concerned should address all matters related to plans and study programs to the Vice rectorate for Educational and Academic Affairs, except the following matters addressed directly to the Deanship of Admission and Registration:

- Amendment to course numbers.
- A request for addition, deletion or amendment, on a course requirement (prerequisite, accompanying or concurrent) or completion requirement of specific hours for a plan or an academic level.
- Amendment to elective courses.
- Correcting the course name in both languages (Arabic / English)
- Adjusting at a study level by transferring one or more courses from one level to another.



# Programs and Study Plans Approval Procedures



## Programs and Study Plans Approval Procedures

### Introduction:

Due to the regional and international reputation, that King Saud University is presently getting, and due to the university's aspiration to achieve remarkable leadership, it has become crucially important that outcomes would keep harmony with the university's designated objectives. Therefore, when the department of Study Plans and Programs started drafting procedures of approving study programs, it reviewed as many experiences of global universities as possible in order to adopt good practices and include them in the proposed mechanism. The department took over contacting and working with knowledgeable and experienced consultants seeking excellence and assuring accomplishing competitive outcomes. Experts from different worldwide universities were invited to participate in workshops held by the University Vice Rectorate for Academic and Educational Affairs in order to expose their experiences and initiate a mechanism for approving courses and study programs.

Despite scarcity, many relevant research papers were reviewed including Crimer and Janosic (1999) in which they discussed procedures of study programs accreditation in fifty different American states and some other countries including Australia, Canada, Germany, Hong Kong, Holland, New Zealand, and Scotland. They concluded that educational systems in the studied countries are accreditation and quality assurance driven systems. However, implementation is different from one system to another. In USA for instance, the paradigm tends more to be state controlled with some authority to relevant universities. On the other hand, in other countries, the educational system is controlled by accreditation procedures with ultimate authority to the universities. Hence, it is clear that the more systems follow accreditation procedures, the more systems keep free from states' and provinces' domination and influence. The two researchers indicated also that state dominated system leads universities to be independent and pushes programs to be presented later than expected, and indulges political influences in educational decisions. However, they indicated that such system has some remarkable merits as universities would have better opportunity for communication and interaction, in addition to abundance of resources, and stopping duality of programs, and finally yet importantly, focus-

ing on relevant state's priority plans.

In the end, the researchers recommended a system where universities would look more independent, yet feasible to be called to account and judgment by the state.

In another study, Pakiston and Write (2002) indicated that in Japan, for example, when a university is approved, programs become an interior decision fully controlled by the university.

Both studies agree that Australia, Britain, and South Africa follow an external accreditation controlled system. Both researchers studied the Peer Review System that is applied in New Zealand as a tool to approve study programs where a committee - mandated by New Zealand universities vice rectors commission - takes over passing over suggestions of new programs to all member and non-member universities which review all suggestions and present developmental proposals or draw attention to drawbacks of the basic suggestions. Such universities may refuse those suggestions as well, yet justifying their refusal reasonably.

Comparatively, King Saud University to a large extent tends to have more interior procedures controlled system, which is submitted to NCAAA accreditation standards and protocol. The unified system of Higher Education in Saudi Arabia gives absolute authority to universities to approve their study programs unrestrained by the Ministry of Education or any Supreme Council. As such, system depends thoroughly on internal procedures; we at King Saud University thinks it is more appropriate to follow quality assurance measurements through internal procedures accompanied by external evaluators by experts or specialized accreditation commissions to guarantee the quality of study programs and their outcomes.

King Saud University will coordinate with other nearby universities in order to avoid any duality or repetition of programs before offering suggestions. The Quality Assurance Unit in the Department will take responsibility of this.

In the aftermath of such extensive review of plans and study programs in renowned universities, Plans and Study Programs Department decided on the following mechanism to reinforce the merits and avoid weaknesses to advance the outcomes of university study programs.





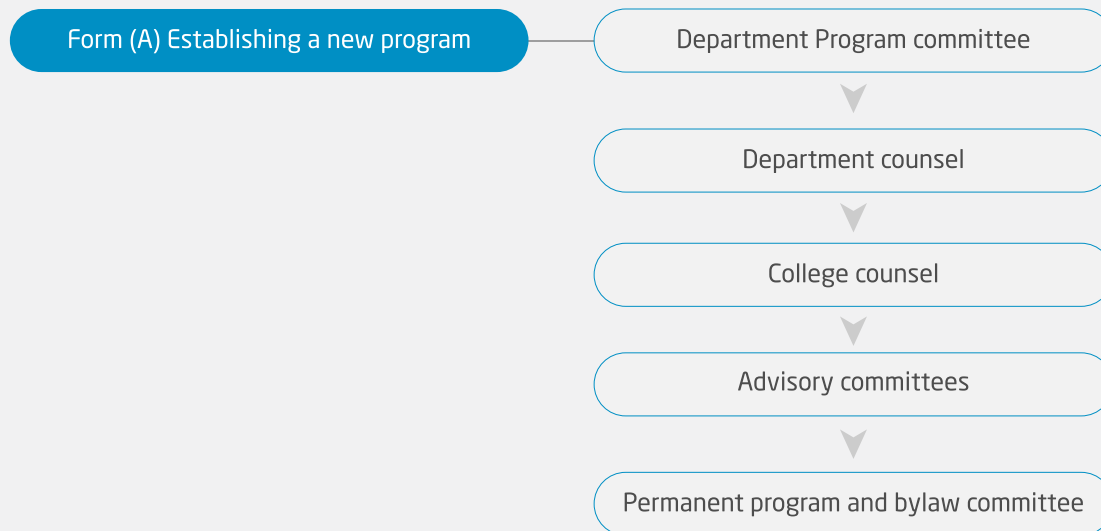
## **FIRST - The beginning of Study Program Project**

**Initiative to review a current study program, or proposing new one is generally due to the following:**

- A request to review the study program by university affiliates or external reviewers,
- New developments in disciplines,
- Labor market requirements,
- National development requirements, or
- Accreditation requirements

**If colleges think it is crucially needed to start new programs, they should contact - in writing – the vice rectorate of educational and academic affairs demanding to start the designated program enclosing form (A).** The relevant department has to contact the authority in concern in order to make sure that the program is not repeated within the university or regional ones, and provide Prove of enough job opportunities, at least for the following 10 years.

**Figure (2) Steps for establishing a new program and forms needed**





## **Second - Workshops**

Once initial approval of starting a new program is received, the relevant department coordinates with Department of Plans and Study Programs to hold workshops by study plans specialists, department staff, male and female alumni, employers, and whoever concerned. In this workshop, all updates of the discipline are exposed, and the need to initiate the program, or modify the current program is discussed. A representative of the department of Plans and Study Programs explain approved procedures to construct the program and assures best practices to ensure the required achievement. A designated team from the department or Study Programs Committee usually takes over preparations for the workshop.

## **Third - Constructing a New Program, or major modifications to an existing one**

Relevant departments should follow instructions and procedures mentioned in the department of Plans and Study Programs manual, and make sure all forms are thoroughly filled in to avoid returning them back to the department. Departments should coordinate with available accreditation authorities and contact leading universities or specialized local and foreign experts on the proposed study program. Opinions and notifications of such experts should be enclosed with the study program. Relevant colleges should contact all sectors, which are likely to benefit from the proposed program in order to specify attributes of program graduates, and construct required learning outcomes.

A department applying to get a program approved should suggest at least three names of external evaluators, taking into consideration relevant qualities indicated in this manual.

### **The department in concern should follow correct order to construct the program by:**

- Specifying attributes of the program graduates in coordination with possible employers,
- Specifying required learning outcomes, then
- Constructing the program courses to meet graduates attributes and required learning outcomes.

The following are important notes to be considered when constructing a program:

### **A - Opinions of stakeholders:**

#### **Relevant faculty members:**

##### **The department should consult the staff members regarding:**

- Program specification
- Course specification,
- Courses distribution per level,
- Desired learning outcomes of the academic program,
- Teaching and assessment strategies.

##### **This could be accomplished through:**

- Holding workshops for the staff,
- Filling in forms designed by NCAAA,
- Making questionnaires, and
- Creating a link in the department website to gather opinions.

#### **Students:**

The department in concern takes students' opinions regarding the quality of education they receive in the department, college, and university at large. Students would express how the proposed and suggested teaching and assessments strategies would cope up with their needs, and to what extent the staff would be able to implement it them.



◻ **This could be accomplished through:**

- Holding workshops for students,
- Distributing questionnaires designed by NCAAA:
- Course evaluation - for all students,
- Experience questionnaires for year two and three students, and
- Course evaluation - for graduates
- Creating a link in the department website to check opinions.

◻ **Opinions of employers and program(s) beneficiaries**

The department would gather views of employers and beneficiaries regarding how relevant and effective the program would be, and how it would meet market requirements.

◻ **Opinion of the university officials whether to maintain registering students to the program(s) or not.**

◻ **Different views published on student forums of the university web site.**

◻ **Similar regional and international programs accompanied by referential comparison of benchmarks and selecting best practices that will suit the program and where it will be applied.**

A) Analyzing all previous views and constructing work priorities depending on a report presented by the department council that proposes either performing a modification to a current program, or constructing a new one. The process is as follows:

## **🏠 Academic department Study Programs Committee:**

### **🏠 The committee starts working on the following items:**

- University requirements courses and any related regulations concerning the study programs,
- College mandatory and elective requirements,
- Departments elective and mandatory requirements according to the previous analysis of various views.
- Program objectives and targeted learning outcomes,
- Graduates' academic and technical attributes and feasible employment fields.
- Courses reports completed by department staff

### **🏠 The committee starts writing program description accordingly (NCAAA E,A),**

**🏠 Creating Program Matrix accompanied by learning outcomes of the proposed program(s). This would be done as shared work among staff members pointing out agreement and contradiction that might appear among courses.**

### **🏠 The program should be presented as follows:**

An introduction is written including the program's vision and mission, targeted learning outcomes, program's construction stages, program's benchmarks, preparation strategy, graduates' attributes and employment fields, distinguished parts that make such plan stand out, and any other necessary additions.

### **🏠 Filling in all relevant forms as follows:**

- Table (1) describes the procedures taken to prepare the program. An (x) should be put down to indicate procedures that were already taken. The form should be thoroughly completed. Evidence should be enclosed with this form in both English and Arabic.
- Course description. NCAAA form, in both English and Arabic.



- Form (B): Approved suggested plan.
- Form (D): Program, or study plan implementation requirements.
- Form (H) Distribution of courses (Mandatory, Elective, free)
- Full course description as per NCAAA, in both English and Arabic.

## **Fourth - College and Department Councils**

The program should be presented to the department council; once approved, it should be directly presented to the college council. KSU assures that the departments represented in the department staff are fully responsible for taking strictest procedures to guarantee absolute quality in constructing the program, and taking all measures to avoid all weaknesses that might impede the program's implementation. The department after all should ensure smoothness of program implementation procedures. It is recommended that the program should be presented to the college Study Programs Committee; this will create a sense of coordination and harmony among all college programs, and will ensure that no course repetition would take place among different departments. This will also provide consistency among college elective and mandatory courses.

## **Fifth - Vice Rectorate for Educational and Academic Affairs\department of study plans and programs**

The study plan would then be presented to department of study plans and programs Department, which starts evaluating the program in preparation of approval according to the following procedures:

### **Technical review**

Quality Assurance Unit reviews the program, and makes sure that all procedures and forms are fully completed includ-

ing table (1) which entails a confession that all requirements have been met. In case requirements are not complete, the program is sent back to the college to be completed. If thoroughly complete, a copy of the program would be sent to Study Programs Unit to maintain procedures, while the Quality Assurance Unit starts a process of external evaluation.

### **External evaluation is done through:**

#### **Internal and external specialized academics (Questionnaire form F )**

##### **External reviewer's Qualifications:**

- An academician specifically specialized in the major relevant to the program,
- Currently involved in academic work,
- Has at least an associate professor Rank,
- Has no connection to the development of the program in concern,
- Has at least 5 years' experience in the program field.

#### **Public and Private Sectors**

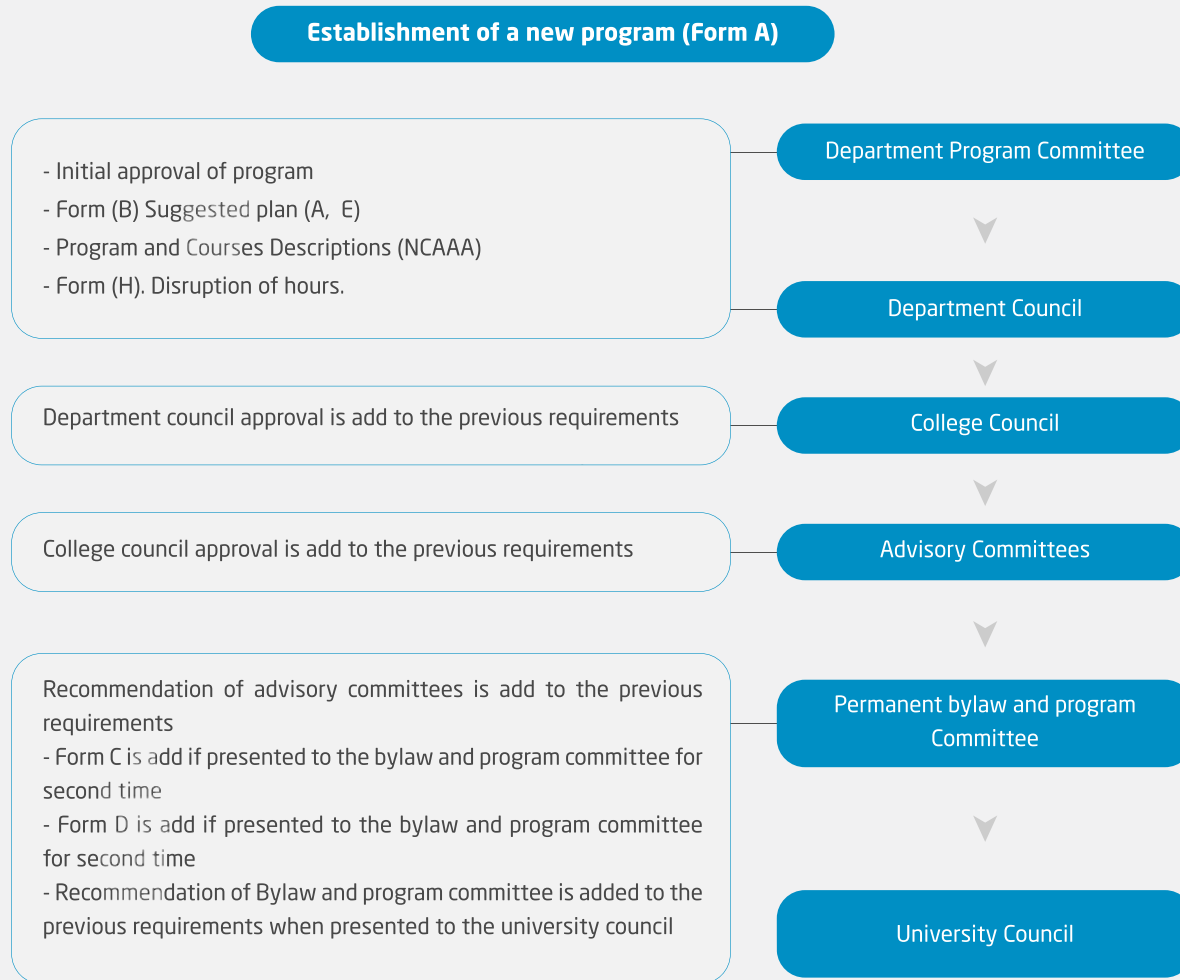
The college should make use of the stakeholder questionnaire in this manual to explore the opinions of public and private sectors regarding the program; provide any documentations supporting their request the provide any documentations supporting their request could be referred to the Consulting Council of the department who will enclose their views about the program. The council's recommendation would be considered an additional evidence of the program's accountability.

**Those in relation to, and concerned with the program through publishing the program at the department of study Programs Website. This would be maintained as long as evaluations is taking place, and views would be then provided to the college.**





**Figure (3) Steps for establishing a new program after initial approval and forms required**



## Advisory Committees

The program would be presented to one or more of the advisory committees according to the program's discipline and how much it intersects with other disciplines.

- Humanities Colleges Consulting Committee
- Sciences Colleges Consulting Committee
- Health Colleges Consulting Committee

Such committees include colleges' Vice Deans for Academic Affairs. Every Vice Dean is given certain prescribed responsibilities to represent his college. The Vice Dean should present his oral or written suggestions during the meeting otherwise, he would be considered approving the program. The Vice Dean should coordinate with other department in his college regarding any other relevant issues.

- Collecting suggestions and opinions given by advisory committees and external evaluators and informing the department regarding them. The department should either approve modifications or justify rejecting these suggestions and views.



**Table (1): List of documents required for new program approval or changes in an existing one**

<b>No</b>	<b>New or major changes in an existing one</b>	<b>No</b>	<b>Minor changes</b>
1	College and department counsel approval	1	College and department counsel recommendations
2	Brief description of department	2	Program Description (NCAAA)
3	(Form I) Program approval requirements	3	Form B. New Suggested plan
4	Form C. and D Changes in an existing program	4	Form B. Existing plan
5	Program Description (NCAAA)	5	Form E Distribution of credits (Mandatory, elective....)
6	suggested academic plan before modification (Form B)	6	6-Courses descriptions (NCAAA)
7	suggested academic plan after modification (Form B)		
8	Distribution of credits (Mandatory, elective....) (Form E)		
9	(Form J) 2. Requirements for program implementation		
10	Program matrix		
11	Courses descriptions (NCAAA)		

## **E - Bylaw and program Permanent Committee**

The program would then be presented to the bylaw and program Permanent Committee to be approved in order to be sent to the University Council. The Committee would investigate the program and question college representatives concerning their justifications of starting such a program or making relevant modifications to a current program. They would make sure that such changes would be consistent with the university vision and strategy, in harmony with other colleges' programs, and meeting all requirements of initiative. The committee would also precisely consider the need for such program by the community, and labor market in terms of technical preparation and practical and skillful implementation.

**Table 2 - Listing of documents required for university counsel approval**

1	bylaw and Program committee recommendation
2	Minutes of permanent and Program committee
3	Listing according to table 1.

## **F - University Council:**

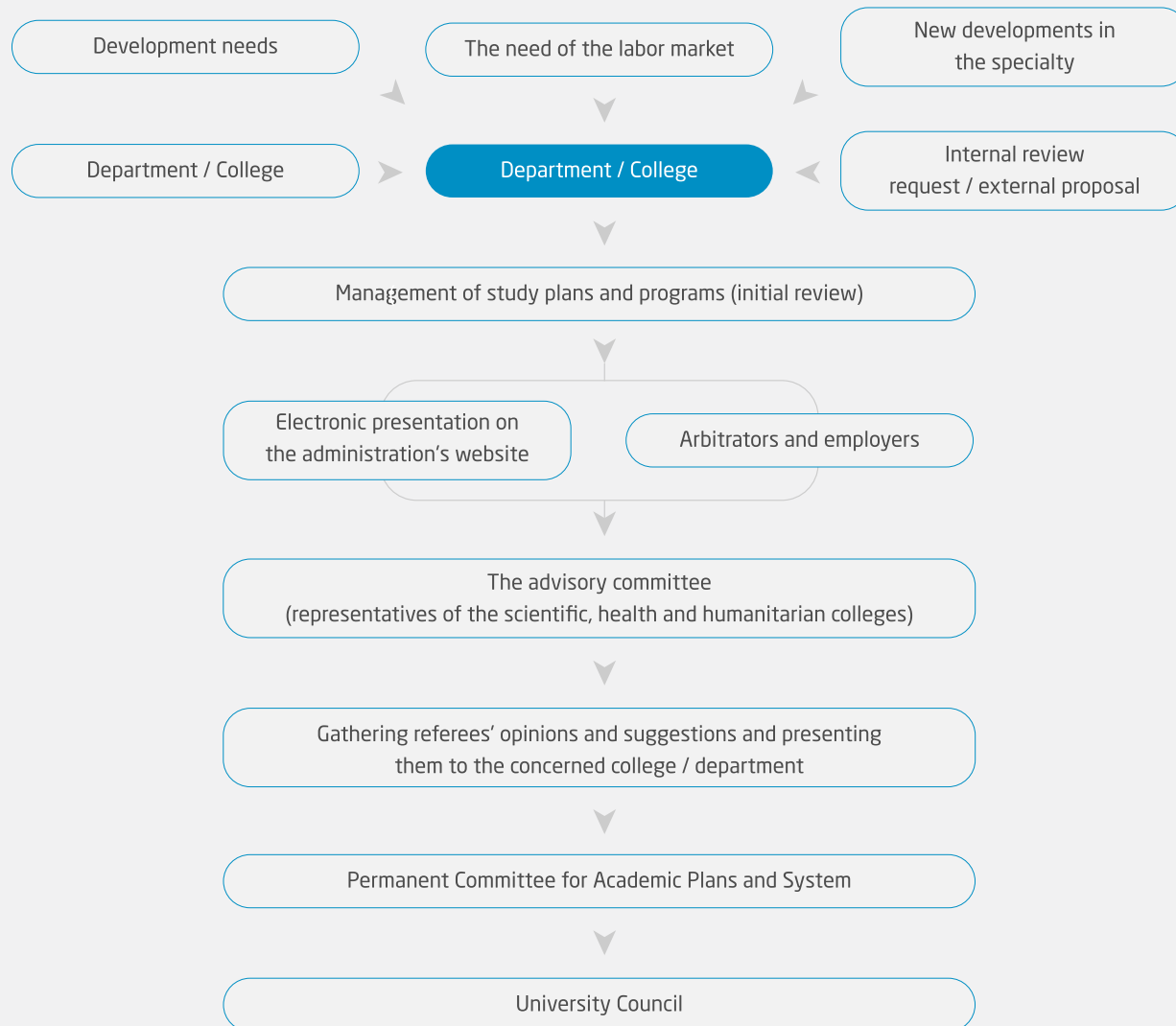
In case approval is recommended, the program would be presented to the University Council for final approval.



**Figure 3. Steps for approval of major program modifications**

1	<b>Department program Committee</b>	<b>The required documents</b>
2	<b>Department council</b>	Form (B) Suggested plan (E+ A) Form (C) Modifications on an existing Program Form (D) Modification on an existing program Table (1) Documents listing Program Description (NCAAA) Courses Description (NSAAA)
3	<b>College Council</b>	All previous documents in addition to department recommendation
4	<b>Advisory Committees</b>	All previous documents in addition to college council recommendation
5	<b>Permanent and program committee</b>	All previous documents in addition to recommendation of advisory committee *All required documents are provided in case of second presentation
6	<b>University Council</b>	All previous documents in addition to bylaw and program committee recommenda- tion

## Mechanism for approving study plans and programs





### Important Note:

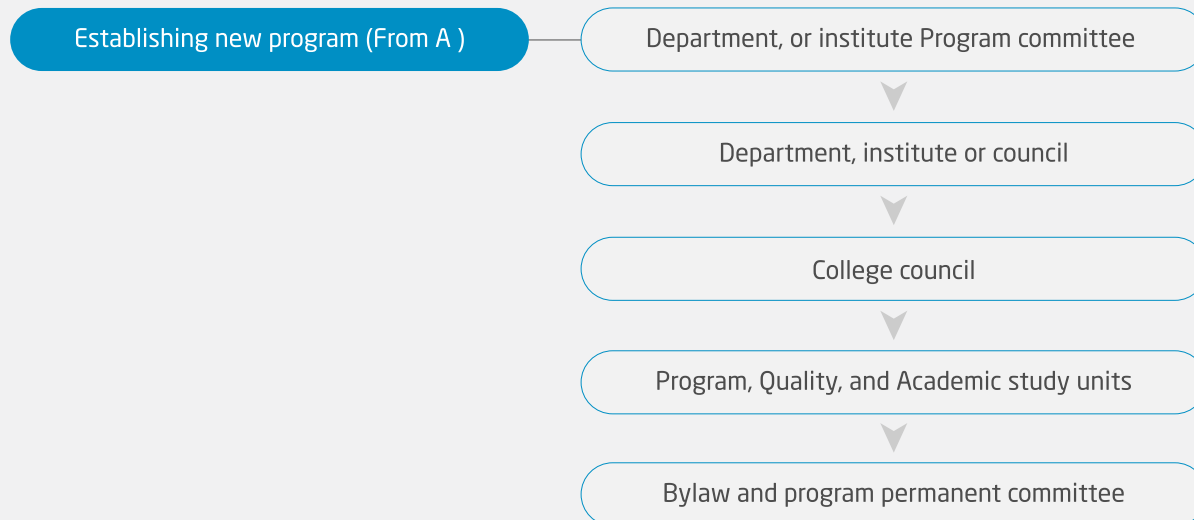
There will be no processing of any request that require approval of University council if it is received after the Fifth week of second Semester

In case of minor amendments in certain or specific syllabus which have no major effect, the approval of the amendment by the concerned department shall be recommended and then submitted to the university vice rector for educational and academic before approval by the bylaw and program permanent committee .

### Diplomas of a special nature

In this updated addition of the manual, new steps for special diploma program are added in order to accomplish flexibility in approval and do not compromise quality. The steps are as in the following figure:

#### Steps for diploma initial approval



## Steps for final diploma approval







## Important Dates for approving study plans and programs

Required Task	Last date to end	Responsible Unit
Initial Request for Approval of New Program	Fifth Week of First Semester	College
Send complete Program	Eighth Week of Second Semester	College
Evaluation of Program	Week Fourteen of second Semester	Educational Plans Unit
Resending after Modifications	End of Fifth Week of the Following First Semester	College
Request for Modifying an Existing Program (course, title)	Fifth Week of Second Semester	College



## Criteria of curriculum review



## The program:

A paragraph relating to the program's set of mission, goals and objectives, should be available, in a simple, measurable and in good quality, Members of the department should ensure that the program realizes its aims and is related to the overall educational objectives of the department, college and university. It should also be clear that the objectives and strategies are well stated. Moreover, it should be clear that the outputs and aims are suitable and compatible with the general objectives and national and international benchmarks. (NCAAA program specification)

### When writing the program description, the following factors should be taken into consideration:

- The availability of a general objective for the academic program certified and documented showing the experience and skills needed by labor market.
- The availability of detailed objectives emanating from the program's general objective.
- Make a detailed description of each course (NCAAA form)
- Grouping of the program courses as mandatory, elective and free, and divide them into university, college and department requirements.
- The objectives of the academic program should be in harmony with the objectives of the department, the college and the university.
- The objectives should be based on benchmarks (local, regional and international).
- The availability of clear-cut results in terms of knowledge and skill, and in harmony with the stated objectives of the program.
- Availability of mechanism and measurement tools for the educational output to be used in reviewing and evaluating the program.
- Participation of concerned bodies including students, undergraduates (male and female) local community and recruitment offices in the process of designing and reviewing the program's objectives.

## Features of a quality Study Program

KSU seeks the development of all relevant programs with a target of excellence and pioneering. As per Collins and others (2004) state, the objective of producing a new study program is to bring about learning experts, and not experts on doing exams. This entails a great challenge because many of the academic programs encounter the hardship of knowledge fractionalization which causes students to miss their learning development experiences; this also was indicated by Jansen and Others (2006) with regard to students who achieve well in their studies and acquire skills to a good extent, yet they have very few opportunities of merging both sides. In the shade of such researches and other accumulative academic experiences, the following can work as the basic features of a coherent, influential study program, and its criteria of judgment:

### Consistency with university, and college vision and mission.

- Internal review (College and Department Councils, Consulting Committees and Quality and development Deanship)

### Specifying graduates' qualifications and learning outcomes - before suggesting study courses

- Filling in «Program Description» Form assigned by NCAAA.

### Adequacy of knowledge supposed to be gained by the graduates

- Courses Matrix
- Communication among staff members
- Accurately identifying required knowledge
- External review

### Having no repetition of knowledge presented

- Communication among staff members during the process of course initiation and development



- Creating a program matrix which is a table that contains learning outcomes and how effectively such courses will achieve the goal

### 📦 **Identifying the number of credit and contact hours required to fulfill the needs of each course**

- Benchmark comparisons

### 📦 **Selecting appropriate teaching methodologies suitable to the courses**

- Center for Excellence in Education and Learning
- Teaching methods suitable for learning outcomes of each course.

### 📦 **Appropriate assessment strategies**

- University Assessment regulations.
- Performing assessment for whole program
- Assessment for every specific course
- Quality assurance units in colleges

### 📦 **Suggesting courses that fulfill graduates' needs only, as some courses are suggested to fulfill needs of staff members.**

- Program accreditation organizations
- Experts and peer review and comparisons
- Graduates qualifications and learning outcomes

### 📦 **Courses coherence, sequence and suitability**

- Curriculum matrix

### **Accurately specifying required skills (cognitive, mental, problem solving, in depth study, etc)**

- Workshops for specialist

### **Influential environment where tools are easily obtained**

- Prince Salman Central Library
- Other libraries
- Laboratories
- Learning Management System (LMS)

### **Efficiency of training and field experiences**

- Labor market questionnaires
- Graduates
- Enrolled students

## **Criteria of Programs Development:**

- Commitment of the curriculum to the minimum and optimum units of study at the university (Bachelor, not less than 120 Credit Hours).
- Numbering of courses in accordance with a unified system within the department and the faculty. (Look coding system of the university)
- The number of credits of each theoretical course should not exceed three for practical two units. Colleges that exceed this limit should justify why they went beyond the limit.



- The courses should be distributed at levels not less than eight and the academic burden for level should not fall beyond the minimum level, which is 12 credits.
- Ensure that no duplication exists within the college.
- Ensure unity of the university academic departments to avoid duplication through coordination among the different departments in the university.
- The program should include a cooperative training or practical aspects.
- The practical skill development should be given a great care.
- Make sure that all courses are sequenced in a way that shows the need for prerequisites and core requisites. It is recommended that prerequisites are limited as possible.



# Colleges Restructuring Procedures





## Colleges Restructuring Procedures

From time to time, some colleges' structure has to be reconsidered, suggested either by the university or by the college in order to meet the community and labor market demands in certain specializations. Due to the long time and effort such restructuring demands, the college should present justifications for restructuring.

### Structuring Procedures of Colleges Programs and Departments

#### Correspondence

A request letter should be submitted to the University Vice Rector for Academic and Educational Affairs by the college that seeks restructuring of its programs or departments. The request should include the college's desire to restructure its programs or departments mentioning primary justifications for such proposal. Restructuring may include modification that takes place to the college's name or one of the departments without a change of any of the current programs (Form G)

#### Important Notice:

A request with all required documents enclosed should be submitted at least a year before a decision is taken. (Form G).

#### Responding to the following requirements:

- Justifications of restructuring
- Suitability of new structure with labor market demands
- Difference between the suggested change and the present state

- Enclosing a list of benchmark colleges and universities that apply the suggested structure
- Number of present graduates and expected numbers after the process of restructuring
- Number of present admitted students and expected numbers after restructure
- Specifying admission requirements for males and females
- Accreditation commission's opinion if available
- Setting a plan to deal with students presently enrolled on the current programs
- College's new vision and mission and how consistent with the university's

### **📁 Submitting the request to the advisory committees of Department of Study Plans and Programs**

**📁 The request is forwarded to the college after being checked by the advisory committees in order to act upon recommendations.**

**📁 The request is thoroughly studied by the bylaw and program permanent committee in presence of college's representative.**

**📁 If acceptance is recommended, the request is posed to the University Council in order to approve academic programs, while modifying names of colleges or departments is directed by the University Council to Higher Education authority for final approval.**



## Procedures of establishing a new department

Academic departments are considered to be the cornerstones of the university, thus bearing responsibility of commitment to quality and excellence. However, establishing new departments should be kept to a minimum, yet if justifications are convincing, the process might be approved.

## Procedures of establishing a new department

- A request form is presented to the University Vice Rector for Academic and Educational Affairs Form ( G ) should be filed in.
- Benchmark study of counterpart departments should be presented.
- The college Council approval should be enclosed.
- Recommendations of college's Consulting Council, if available.
- The request should be submitted to the advisory committees of the Department of Study Plans and Programs
- The request is thoroughly studied by the Bylaw and program permanent Committee.
- The University Council Recommendation.
- Higher Education Authority.

## Procedures of Establishing a New College

Establishing new colleges should always be kept to a minimum, but it can be fostered by one of the colleges, or staff members in response to the University Vision. Demanding authority should submit the following documents:

- Filling in form ( G)
- Committing to Higher Education Council regulations regarding originating new colleges.
- Doing a comparative study with international reputable universities, enclosing experts' opinions or scholastic authorities that recommend the request.
- Suggesting departments that the college will have.
- Stating all requirements of human resources and structural needs.
- Making a plan and timeline for the college to be in operation.



## Regular Review Procedures of Study Programs

## Regular Review Procedures of Study Programs

All current programs are submitted to supervision and follow up by the Quality and development Deanship in order to ensure quality indicators and excellence of the university learning outcomes. Every department should accomplish a self study by filling in forms required by NCAAA. A specialist revises such studies and pays a visit to departments to evaluate performances and make recommendations. Final reports are submitted to Quality Deanship which forwards them to Department of Study Plans and Programs in which Quality Assurance Unit reviews all reports to be handled to the bylaw and program permanent Committee to take a proper decision.



# KSU Coding System

## **KSU Coding System**

### **Main Features of KSU Course Coding System**

- Course Symbols and Inferences.
- Coding letters are derived from the department name.
- Three or Four Letters could be used.
- If the department has more than one discipline or track, more symbols could be adopted.

### **Course Coding System**

- Hundreds digit refers to the study level; Bachelor's Degree should take numbers more than 100 and less than 500. Masters Degrees take numbers over 500 and less than 600. Doctorates Degrees take numbers of 600.
- Bachelor Degree courses are divided into 8 levels.
- Levels 1 and 2 take numbers more than 100 and less than 200.
- Levels 3 and 4 take numbers more than 200 and less than 300.
- Levels 5 and 6 take numbers more than 300 and less than 400.
- Levels 7 and 8 take numbers more than 400 and less than 500.

Such system is made to organize study into levels scientifically and timely, yet students at lower levels can take up courses from upper levels if no requirements are to be fulfilled, or after the agreement of the department.





# Forms used





## Form (A) - Request to open a new academic program

College

department

- The name of the proposed program
- The general objectives of the program
- Program outputs.
- Rationale for the program opening
- Has the labor market been studied?
- Clarify in detail
- The place of teaching the program
- Have similar programs been found in the Kingdom?
- Adequacy of teacher
- Attached separate list
- Adequacy of equipment
- Program start plan
- Conditions for admission to the program

The program offers: male only, female only, both

The program offers:

male only  female only  both

**The impact of the new program on existing programs in terms of:**

Number of students

The teaching burden of the faculty

The need to contract

Availability of classrooms

Laboratories

Will the program seek academic accreditation?

Is there a plan for that?

Attach a list of similar programs in the region

A list of similar programs is attached in some prestigious universities.

University programs



## Survey of the opinion of the beneficiary sector about the University's programs

Dear Dr./Prof . \_\_\_\_\_

Company: \_\_\_\_\_

Out of eagerness on the part of the University to see its outputs coincide with the needs of the beneficiary sector, and as one of the steps followed in the accreditation process of new academic programs or the modification of existing one, and in pursuit of this program's quality assurance, you are kindly requested to tick one of the fields of the five-point scale in the questionnaire below. The information we receive will be treated with the necessary confidentiality, and will be given only to those concerned.

Please forward the questionnaire within two weeks from its receipt to the Administration for Plans and Academic Programs by fax or email.

**Many thanks from the Administration for Plans and Academic Programs**

Area	Item	Opinion				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Cognitive requirements	The syllabus includes the knowledge needed for the graduate's work					
	The subjects of the syllabus are comprehensive					
	The proposed subjects in the syllabus are complementary					
	The syllabus includes new courses					
	The syllabus relies on knowledge that is in accordance with employment requirements					
Skills requirements	The syllabus includes subjects in communication skills					
	The syllabus includes subjects in reflection skills					
	The syllabus includes subjects in leadership skills					
	The syllabus includes subjects in the English language skills					
	The syllabus includes subjects in the Arabic language skills					
	The syllabus includes subjects in collaborative learning skills					
Training requirements	Practical courses are sufficient					
	The syllabus includes a training requirement					
	Training units are sufficient					
	The period of training is specified at the right time on the syllabus					
	Training controls are clearly specified					



Area	Item	Opinion				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Technical requirements	There exist sufficient courses in computer skills					
	The computer courses are suitably distributed over the syllabus					
	The computer courses are in accordance with the nature of the graduate's work					
	The computer is used in teaching students					
	Students use computers in communicating with their tutors					
	Students use computers in preparing their course requirements					
Employment requirements	The graduates of the specialization are in demand					
	A number of years is needed to fill the gap					
	We have Saudi employees that graduated from similar programs in the Kingdom					
	Habilitation programs are offered to our new Saudi employees graduating from the Kingdom					

### Other additions you want to mention:

---

---

---

Many thanks for giving us some of your valuable time

## Form (B) - Suggested Academic Plan

Name of Program:

College:

Department:

Total Number of Credits:

Academic level:.....						
Number and Code	Name of Course	Credits	Credits Activity (E, P, T)	Contact Hours	Prerequisite	Corequi - rment
		Total # of Credits		Total # of Contact Hours		

T: Theoretical    P: Practical    E: Exercise

Date:

Signature:

Head Of Department:





## Form (C) Modifying an existing program

Modification Number:

the first:

Date :

The second:

After quality assurance and advisory committees

Date :

Third:

After the Standing Committee plans in session

number and date :

Name of the program before the amendment

Program name after modification:

Total number of program hours before

After modification

### Program paths (if any):

Before modification	After modification

## New Courses:

Course name and code	Academic level	Reference universities			Justifications for creating the course
		University/A ( )	University/ ( )	University/C ( )	
		Course Name	Course Name	Course Name	

## Deleted courses:

Course name and code	Academic level	Justification for deletion

## Courses merged or divided:

Course names, symbols and numbers before merging or separation	The name of the new course or courses after the merger or dismissal	Justification for the merger or dismissal



## Courses whose number of hours has been modified

Course name and number of hours before modification	Course name and number of hours after modification

## Courses transferred from optional to compulsory or vice versa:

Course name and code	optional to Compulsory	Academic level	Compulsory to optional	Justifications

## Summary of amendments:

Description of the amendment	the number	The number of hours
Number of new courses		
Number of deleted courses		



Description of the amendment	the number	The number of hours
The number of courses whose level has been modified		
The number of courses whose hours have changed		
The number of courses whose description has been modified		
The number of courses whose names have been modified		
The number of courses whose numbers have been modified		
The number of courses modified from compulsory to optional		
The number of courses modified from optional to compulsory		
The number of courses whose previous or concurrent requirements have been modified		
The total number of hours of the program before modification		
The total number of hours of the program after modification		



## Form D - Changes in an Existing Program

Department:

College:

Name of Program:

date:

Academic level before changes and revision to each course												Academic level after changes											
Code and # of course	Name of course	Credits hours		No changes	Omitted	Name change	Code or # changes	Moved to mandatory	Credits changes	Moved another level	Prerequisite change	Course description Changes	Change explanation	Code and # of course	Name of course	Credits hours		New Course	Form elective to mandatory	Moved from another level	Changes explanation		
		Credits	Contact													credits	contact						
Total # of level Credits														Total # of level Credits									

Changes approved by:

Dean of college or department head:

date:

## Form (E) - Distribution of effective hours in the academic syllabus (University, College, Department)

Table 1: Distribution of effective hours on the academic syllabus

Requirement		Total of hours	Percentage from the total of hours of the academic syllabus	Commission's comments
College requirements	Compulsory			
	Optional			
Department requirements	Compulsory			
	Optional			
Free subjects				
Total				

Table 2: College compulsory requirements

Course code	Course title	Effective hours	Prerequisites



◆ **Table 3: College optional requirements**

Course code	Course title	Effective hours	Prerequisites

◆ **Table 4: Department compulsory requirements**

Course code	Course title	Effective hours	Prerequisites

◆ **Table 5: Department optional requirements**

Course code	Course title	Effective hours	Prerequisites

**Table 6: Department faculties' names/specialization**

Faculty's name	Specialization	Nationality	Scientific qualification	Date of birth	University of graduation	Academic rank	Commission's comments

**Table 7: Statistics of numbers of students at the college, department, and concerned specialization**

Development		College	Department	Specialization	Commission's comments
Year	Level				
First	First				
	Second				
Second	Third				
	Fourth				
Third	Fifth				
	Sixth				
Fourth	Seventh				
	Eighth				
Fifth	Ninth				
	Tenth				
Total					





## Form (F) - External Arbitration

**University:**

**College:**

**Department:**

**Program Title:**

- suitability of program objectives
- Adequacy of program outputs
- Does the program cover the required knowledge and academic aspects?
- Does the program keep pace with the latest developments in the specialty?
- Does the program provide the required diversity in the major?
- Is the program distinguished by the novelty of the offered courses?
- Is the program parallel to academic educational programs in the leading higher education institutions?
- Are there decisions that need to be added to the programs?
- Are there decisions that you want to delete from the program?
- Is the number of hours proposed for the program appropriate?
- Are there decisions you want to incorporate?
- Are the course references appropriate?
- Does the program cover the requirements for quality and academic accreditation?
- Are there sufficient training requirements?
- Any addition you wish to make.

## **Form G - Request to create a new department or college or amend a name**

### **Type of Request:**

New department:

new college

- Name of the proposed department / college
- Rationale for the opening of the department or college \*
- The number of current departments in the college
- Was a comparative study conducted?  Yes  No
- If the answer is yes, mention in detail the results of this study
- Are there faculty members in the field of department or college specialization?

### **Attach a list of specialties and names.**

- Are there suggested programs that will be offered through the department or college?
- List these programs and plan to start them.
- Is there a need to establish a separate building for the department or college?
- What are the goals of the department or college?
- Is the proposed college or department compatible with the university's strategy and goals?



Was there study of similar departments or colleges within the university

Or outside of it locally?  Yes  No

If the answer is yes, state in detail the extent of similarity and difference between what exists and what is proposed?

Observing the regulations for opening new colleges (formerly the Ministry of Higher Education)\*

Attach a list of the faculty members in the college and their specializations

## Form (H) - Short course description

Course title:	Course number and code:
Previous course requirement:	Language of the course:
Course level:	Effective hours:

### Course description

--	--

### Course objectives


### Learning outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying this course, the student is expected to be able to:


### Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication



## Form (I) - Requirements for program approval

Name of the academic department:

Specialization:

Level of the program: Bachelor

Transitional

Mixed habilitation

Date of last update of the academic syllabi and programs:

Syllabi update procedures:

Item	Yes	No	Comment
A committee has been created to study the proposed syllabus			
A training session has been organized for faculty members in the area of syllabus and programs development			
The syllabus has been adopted by the department council at an official meeting dated			
The syllabus has been adopted by the college council at an official meeting dated			
There is commitment to the criteria of accreditation at the National Commission for Evaluation and Academic Accreditation			
Guidance was sought from a number of academic syllabi in Arab and international universities (list to be attached)			
Guidance was sought from concerned employment bodies(list to be attached)			
Guidance was sought from international authorities in the specialization			
A students opinion poll has been organized about the syllabi through questionnaires, workshops, meetings, emailing, etc. (samples to be attached)			

Item	Yes	No	Comment
The graduates' opinion has been surveyed through questionnaires, workshops, meetings, emailing, etc. (samples to be attached)			
Academic outcomes have been determined (skills, knowledge, orientations, etc.) (to be determined by the University, college, department)			
The syllabus includes a field training course (as much as possible)			
The scientific content has been augmented in some courses (as much as possible)			
The syllabus includes a program for collaborative training (as much as possible)			
Specialization skills have been taken care of and augmented			
A model of academic syllabus description has been included			
A model of course description has been included			
A model for short course descriptions has been included			
A model of the requirements of syllabus implementation has been included			
The academic syllabus has been submitted to the department consultative council			
The academic syllabus has been submitted to the college consultative council			



## From ( J ) - Requirements of the implementation of the academic syllabus or program

College \_\_\_\_\_

Department \_\_\_\_\_

	Number of faculty members					Number of administrators, qualification, and experience	Number of technicians, qualification and experience	Number of labs and their equipment
	Assistant	Lecturer	Assistant Prof.	Associate Prof.	Prof.			
Available								
Total								

Accordingly, the department is able to implement the new syllabus and needs the following:

	Number of faculty members					Number of administrators, qualification, and experience	Number of technicians, qualification and experience	Number of labs and their equipment
	Assistant	Lecturer	Assistant Prof.	Associate Prof.	Prof.			
Effective need								
Total								



جامعة  
الملك سعود  
King Saud University

