

A Guidebook

for

**Preparation and Development of Programs and Academic
Plans at the University of Bisha**

Second Edition 1441 A.H. - 2020 A.D.

In the name of Allah the most Merciful

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Vision ..

A creative knowledge system for a productive society.

Message ..

Building a competitive knowledge society through an advanced learning environment, scientific research and effective community-based initiatives and partnerships.

Goals ..

- 1. Diversification and development of income sources.**
- 2. Raise the efficiency of financial, human and technical resources.**
- 3. Developing attractive and stimulating institutional work.**
- 4. Designing quality educational programs that meet the needs of the labor market.**
- 5. Building an advanced scientific research system.**
- 6. Enhancing students' values, affiliations and moderate beliefs.**
- 7. Providing effective community initiatives that enhance the university's role and prestige.**

Values..

Perfection, responsibility, team spirit, creativity, competitiveness, and effectiveness.

Introduction

One of the most important characteristics of any university is its academic programs and plans that reflect the characteristics of its graduates and their knowledge, skills and attitudes in various aspects, and make them a competitive force in the labor market; so the process of building and developing academic programs and plans in universities is one of the basic duties of advancement in the educational process. This is because it is necessary to ensure that the learning outcomes keep pace with the requirements of the labor market and scientific and technical development in order to prepare universities for academic accreditation. Where the strength and modernity of educational plans and the scientific content of the programs, and the extent to which they are in line with the requirements of the labor market and the development plans of the State, are a fundamental focus in obtaining academic accreditation of the institution and its programs; therefore, university plans of study should be structured and developed in addition to the development of academic programs and capabilities in the university faculties and sectors; in order to upgrade graduates, and convey with contemporary labor market variables.

The vision of the Kingdom of 2030 has paid great attention to this. The Vision notes the role of education in contributing to the achievement of its strategic goals, phrases expressing this context, which indicate that for a better education of a better homeland, investment in education and training is essential. It states that students should be provided with the knowledge and skills needed for future jobs by focusing on developing curricula and seeking to bridge the gap between higher education outcomes and the scope of the labor market. As a reflection of that, the Ministry of Education, like all state institutions, aimed to achieve the vision of the Kingdom of 2030 under the umbrella (the National Transformation Program), where it made several fundamental transformations through a plan (transformation) to develop education through eight goals, as follows:

- Ensuring quality, fair and comprehensive education and enhance lifelong learning opportunities for all.
- Improving the recruitment, qualification, and development of teachers.
- Improving the educational environment that stimulates creativity and innovation.
- Improving the financial efficiency of the education sector.
- Curriculum development, teaching and evaluation methods.
- Enhancing students' values and skills.
- Enhancing the capability of the education and training system to meet development and labor market needs.
- Increasing the participation of the private sector in the educational system.

Deepening of these goals, it is evident that most of them are closely related to its achievement in universities. Therefore, there must be the existence of a guide that directs and supports committees' plans and programs of study in colleges' and departments' best practices and provides assistance and practical tools in the fields of refining building plans and programs of study, development and characterization of decisions in order to enable students to achieve their academic specialties, and acquire them the necessary knowledge, skills and competencies in their departments in accordance with the nature of their business. It must also provide the rapid development of the labor market in accordance with international standards in order to make them real competitors in the labor market. Hence, the University's Educational Affairs Agency at Bisha University was committed to preparing this guide, which we hope, God willing, will achieve these goals which leads the university to academic excellence by achieving academic accreditation for all of its academic programs.

Chapter one
Definition of the guide

First: Objectives of the guide

This guide aims to contribute to the achievement of the quality of programs and plans for academic universities and distinguish them equally through the unification of the general framework of the mechanisms of the preparation and development of study plans and programs between the different academic level programs of the university in line with the distinguished experience of local, regional and global universities in the design and development of programs and study plans through the following:

1- Establishing a general framework for the governance of preparing and developing programs and study plans and adopting them in terms of:

- Designing a specific organizational structure in which the Powers and administrative and organizational responsibilities of the authorities responsible for preparing, approving and developing programs and study plans are specified.
- Defining the general principles and criteria for preparing and developing academic programs compatible with the requirements of quality, academic accreditation, the Saudi framework for qualifications, expertise and experience.

2- Highlighting the vital role of improving the preparation of programs and study plans in achieving high-level competitiveness among universities.

3- Defining the detailed stages and procedures for preparing and developing programs and plans of study, clarifying the roles, responsibilities and rationale required for each stage.

4- Defining the executive framework of how to implement the procedures for the approval and development of programs and study plans.

5- Establishing executive procedures for the evaluation and continuous follow-up mechanisms to achieve improvement and continuous updating of the quality of programs and study plans.

Second: The importance of the guide

The importance of this guide for its benefits due to its several levels is as follows:

1- At the Kingdom level:

This guide directs strategy for the Kingdom and its vision 2030, and its impact has been linked to education under the umbrella of the National Transformation Program and the objectives of the plan (transformation) for the development of education; it is through the preparation and development of programs of study and plans for a good high-level many goals of plan transformation can be achieved; a guarantee of quality education, equitable and comprehensive and enhance learning opportunities over the long term of life for all, and to improve the educational environment for stimulating creativity and innovation, and the development of curricula and teaching methods and evaluation, and to promote the values and skills of the students, and to strengthen the capacity of the education system and training to meet the requirements of development and the needs of the labor market.

2- At the university level:

This document guide is key to ensure the quality of programs and plans of study because it involves rules and procedures, and models are supported; thus helping to achieve the University's mission and strategic objectives; it is through preparation and development of academic programs and quality assurance that the university's vision can be achieved in establishing a creative knowledge system for a productive society. Two goals from the objectives of its strategic plan are: 1) Designing quality educational programs that meet the needs of the labor market; 2) Enhancing students' values, affiliation and moderate beliefs.

3- At the level of colleges and departments:

This guide helps people who prepare and develop plans and programs of study in scientific departments and committees and boards of colleges on the knowledge of the rules and procedures governing the programs and study plans and those associated with perfecting and codify those programs at the university, and descriptions of programs and courses, or re-examined and developed, compatible with the quality requirements, academic accreditation and the Saudi framework. It also guarantees the standardization of procedures for the preparation and development of programs and academic plans in all faculties of the university, thus achieving generalization of improvement and excellence.

4- Entities associated with the improvement and codification of programs and study plans:

This guide provides a framework for the deanships, departments, units, councils and committees regarding their work related to the improvement and codification of programs and educational plans and coordinating the scope of the program.

Third: The beneficiaries of the guide

This guide benefits the following categories:

1-Members of the program development and study plan committees

2-Associates of the deanships, units and departments entrusted with work related to the preparation and development of programs and study plans

3-Council members, approval, and development of programs and educational plans

4-Those who are responsible for preparing and developing study programs and plans in the scientific departments

Chapter Two:
**Concepts and terminology related to programs and
study plans.**

Concepts and terminology

There are several concepts and terminology related to programs and study plans that can be clarified through the following presentation:

Qualification

The summation of the knowledge, skills, practical and training experiences acquired by the student, which qualifies them for work. A graduation certificate is issued for this.

Regular period:

The period available to fulfill the requirements of a specific academic program.

School year:

Two main semesters; and one summer semester, if any.

Classroom:

A specified period is fifteen weeks, during which the curricula are taught. Registration periods and final exams are not included, and the maximum course hours vary from one department to the other.

Summer term:

A period of time not exceeding eight weeks, and registration periods and final exams are not included; the duration of each course is doubled.

Academic unit:

Weekly theoretical lecture of no less than fifty minutes, or the weekly clinical lesson which is not less than fifty minutes, or practical or field lessons or clinical skills that are not less than one hundred minutes. The academic unit continues for a full academic semester.

The course:

A course of study within the academic plan approved in each department(program) for which each course has a number, a symbol and a name, and a detailed description of its contents that distinguishes it in terms of content and level from other courses. A private file is maintained by the department for the purpose of follow-up, evaluation and development.

Course Number:

A number that distinguishes each course, consisting of three or four first digits from the left representing the academic year, starting from (1) for the first year, (2) for the second year, and so on. The second field represents the scientific axis of the course within department, and the third and fourth fields represent the sequence of the course within the scientific path.

Course Code

It is a symbol consisting of two or more letters indicating the department to which the course belongs.

First year decisions:

There is a set of courses for new male and female students in the first academic year at University of Bisha, which are offered by the university in four tracks: health track, the track of scientific engineering, administrative track and humanitarian track. To prepare and equip them with basic academic skills, the male and female student must finish all the courses in the specified time period, and it is calculated in the study plan for the student, as well as within the calculated cumulative average.

Compulsory courses:

Courses that must be passed by all students enrolled in the program in order to complete the requirements for the relevant scientific department.

Elective Courses:

Courses that the student can choose from among which are consistent with his preferences, directions and desires. One course must be chosen that is compatible with the specific study plan (university elective Courses - college elective Courses –department elective Courses).

Free Courses:

Courses offered by colleges that range from 2-5 hours, adding to the student skills and knowledge outside his department, which he studies outside of his enrolled registered academic plan. These courses are referred to in the study plan as number of credit hours only.

Specialized courses:

Courses taught by all students of the program from the same department, including compulsory and elective courses.

University requirements:

A group of courses compulsory that should be studied by all university students regardless of their scientific specialties. They are related to knowledge and general skills that aim to achieve a certain amount of religious knowledge and skills of culture, technical skills and language for all university students, and sometimes called support courses, which constitute between 10% -20% of the total number of credit hours of the program.

Faculty Requirements:

A set of compulsory courses that should be studied by all college students regardless of their scientific department within the college or programs they belong to. These provide the general knowledge background and skills associated with the department of students,

sometimes called basic courses, and constitute between 20%- 30% of the total number of credit hours of the program.

Department requirements:

A set of compulsory courses and elective course and field experience or graduation project (if any) which are related to the academic department's program. It must be studied by all department students. The number of credit hours constitutes between 50% -70% of the total number of credit hours of the program.

Previous Requirement:

Another course upon which another course must be made, and the student must pass it in order to be entitled to register for the following course.

Concurrent requirement:

A course contains important topics for the regular course it is taken in conjunction with. They must studied by the student in the same semester.

Regulatory requirement:

A course that controls the students of the level; for example, the new student is not allowed to study courses from the sixth or seventh levels without completing the previous levels.

Credithours (or equivalent):

A unit of time quantitative measurement of educational curricula in order to determine the weight of the course in the study plan relative to other courses. They are points assigned to describe the amount of effort or amount of learning expected to pass a degree, a specific course, or any academic unit of the program component.

Actual hours (or equivalent):

The amount of time invested in activities that contribute to the achievement of learning outcomes linked to the qualification, and this includes all learning activities such as: hours of learning, project preparation, homework, presentations and time spent in library. So that the number of hours will be in light of the requirements of the Saudi Qualifications Framework.

Contact hours:

The time the learner needs at a certain level to accomplish a set of required outcomes, and includes all types of learning.

Study plan:

Set of compulsory courses, elective and free that reflect the requirements of the university and the faculty and the department and department, which constitute the total requirement units for graduation that students must pass successfully to get a degree in the selected department. It includes academic courses, coding and credit hours and associated activities, arranging it in study levels and actual teaching hours for each course in the study plan.

Course Description:

Precise description of the course compatible with the latest template issued by the National Center for Academic Accreditation and Assessment provided through a specific template that includes the following: Decision definition and objectives, contents, and targeted learning outcomes and teaching strategies for achieving them, and methods of assessment of those outcomes, and sources of learning and assessment and development mechanisms of the course.

Course Report:

Summary report: each course instructor prepares this report after the end of the teaching and assessment of the course compatible with the latest issued template by the National Center for Academic Accreditation and Assessment includes what was going on during the teaching course in addition to the results of the students and learning outcomes of the course and evaluating the quality of the course, difficulties and challenges, and development plan of the course. All course reports are received by the Program Coordinator.

Academic program:

A set of integrated and diversified compulsory, elective, and free courses and activities, which prepare the student within a specified period of years, with a cognitive, skilled and personal preparation for a particularly unique degree. They are arranged at specified levels during the period of time required to pass the program and their total credit hours constitute the graduation requirements.

Combined program:

An independent program in its objectives and composition, the nature of which requires a multiplicity of departments, and it is simultaneously presented by two or more departments, or two or more colleges, or two or more institutions.

Academic level:

Courses for the program are arranged in the levels. Each level includes a set of courses studied by students in one semester and the academic level indicates the stage of study compatible with the approved study plans and student moves from one level to another level after passing the requirements for the current level.

Program Description:

Precise description of the program compatible with the latest template issued by the National Center for Academic Accreditation and Assessment. It includes the following: a comprehensive and adequate information about the academic program and the degree granted

after the completion of credit hours for the program and also includes the program mission, objectives, structure and areas of levels of targeted learning outcomes in light of the Saudi Qualifications Framework(SAQF)and targeted learning outcomes and teaching strategies for achieving them, and methods of assessment of those outcomes, and sources of learning and assessment and development mechanisms of the Program.

Program message:

A specific short general paragraph is emanating from the educational institution's mission and expressing the purpose of the program.

Program objectives:

Sentences are describing the results that are being achieved and the contribution that is being made to the expected achievement of the graduation during the years following the year of graduation. It is linked to the educational goals of the institution, the essence of values and its strategic plans.

Program field experience guide:

The applied aspect that the program students are obligated to implement, and it differs with the different nature of the program (practical, theoretical).

Annual report of the program:

A comprehensive report on the whole program is prepared by the program coordinator according to the latest templates issued by the National Center for Academic Accreditation and Assessment. This report includes the main information about the implantation of program during the study year such as: program statistics and evaluation of learning outcomes and activities of the program and evaluate the program and the difficulties and challenges faced by the program management and development plan for a program.

The main path of the program:

A specific set of courses is studied in it starting from the first half of the program and leads to a recognized department from the institution.

Sub-track of the program:

A specific set of courses is studied in it starting from the second half of the program and leads to a recognized department from the institution within the main track, if any.

Program Matrix:

A table is showing the relationship between the program curricula and the targeted learning outcomes in the program, and the extent to which these courses contribute to achieving these outcomes.

Learning Outcomes:

Phrases are clarifying what the student is expected to know and understand and be able to do after the completion of the learning process. The National Center for Academic Assessment

and Accreditation has identified the areas of learning outcomes in three groups: knowledge, skills and competencies. All learning outcomes should be measurable.

Saudi Qualifications Framework:

It is a comprehensive and unified national system that raises the quality of national qualifications. It sets standards and procedures for the development and classification of qualifications based on learning outcomes for national and international recognitions. It enables opportunities for advancement and the transition between education and training sectors and employment, commensurate with the requirements of economic and social development.

Learning areas:

The broad categories of types of learning outcomes that the education program aims to develop have been identified compatible with the levels described in the Saudi Qualifications Framework as follows:

Knowledge: The ability to retrieve, understand and provide information, and it includes facts and information, concepts, ideas, issues, trends, principles, theories, and procedures.

Skills: It is the ability to apply knowledge in a practical exercise, and it can be described as: a set of knowledge and physical attributes acquired through learning, training, or practice. They are generally associated with ingenuity, accuracy, and speed in completing a specific task or process.

Competencies: It is the ability to use knowledge and skills in a practical path. It is centered on personal characteristics, values, ethical aspects, responsibilities, degree of independence in the accomplishment of duties and processes, and is related to the ability of the individual and his cultural awareness. Efficiency includes three subcategories as follows:

- Independence and responsibility in applying knowledge and skills.
- Exercise of knowledge and skills in the work environment.
- Features related to the behavioral and social dimensions belongs the career behavior.

Alumni characteristics:

General characteristics of the graduates of the program are in line with the vision, mission and goals of the program, and the general framework for graduate specifications at the University of Bisha, which are as follows:

Knowledge and learning skills:

To be with the graduate

- 1- Sufficient knowledge in scientific department.
- 2- Knowledge of fields related to his department.

- 3- The ability to search in scientific references and learning resources.
- 4- Knowledge of Islamic values and national constants.
- 5- Knowledge of the Arabic language and its aesthetics.
- 6- The ability to continuous and self-learning, and keep up-to-date of scientific developments.
- 7 - The ability to learn from problems, situations, daily experiences and life.
- 8- The ability to extract information and use it efficiently.

Top Thinking and Effective Communication Skills:

The graduate is able to:

- 1-Think critically and accept the other opinion.
- 2- Analyze problems and develop appropriate solutions for them.
- 3- Use effective communication skills.
- 4- Work in a team and find channels of communication with others.

Life and vocational skills:

The graduate should be able to:

- 1- Spreading the middle culture and rejecting violence and extremist ideas.
- 2- Belonging to the homeland and appreciating its cultural heritage.
- 3- Lead an efficient and professional team.
- 4- Good planning and careful implementation.
- 5- Creativity and excellence in developing appropriate solutions.
- 6- Optimizing the use of technology.
- 7- Adaptation in different work environments.
- 8- Compliance with regulations and systems.
- 9- Adherence to the rules of public taste.
10. Respect for multiple cultures.
- 11- Commitment to professional ethics.
- 12- Creating non-traditional fields for volunteering in society, and contributing to its implementation.
- 13 - Self-confidence and cooperation with others.

Performance indicators:

They are multiple quantitative or descriptive measurements that can include the development of success rates, the development of graduate numbers, and the increase in employment rates between graduates of the program, the level of student satisfaction, and the level of student satisfaction. They are specific forms of evidence that are usually pre-selected to measure performance quality. Performance indicators should be specific, measurable, and directly related to the objectives as possible.

Key performance indicators (KPIs):

Selected performance indicators that are of particular importance for performance evaluation purposes. University / College / Department / Program may identify a shortlist key performance indicators that it considers particularly relevant in the area of performance evaluation importance and need proof of these indicators from a number of university departments in addition to other indicators each group or department at the university choose for its own purposes as the agency. A national quality agency can identify a short list of indicators to reflect national issues or objectives concerned with policies to be used by all institutions.

Benchmarking:

Comparing the current levels of performance in the proposed program levels with other reference accredited programs universities(at the local, regional and international level) at a high performance in the program itself; to determine the objectives and performance evaluation in the current program and make it adapted with those references in terms of name and total credit hours of.

Referee evaluation:

The process of evaluating and reporting on a program developed or developed by external evaluators with experience from similar institutions or professions and specialized in the relevant field.

Entry and exit points:

Educational periods within the components of the qualification (semester - academic year - quarterly semester) ... ending with assessment, and qualify the learner to obtain a partial document of what has been acquired from the qualification It assists in entry and exit and the transition between qualifications.

Progress:

The process of the learner's transition vertically through the levels of the Saudi qualifications framework and between the education and training sectors after the learner fulfills the requirements for accepting the qualification.

Moving in:

The process of the learner transition horizontally between the education, training and employment sectors, and at the same qualification level.

Approval of the program:

Formal approval granted by the official authority to start work or carry out certain activities, and it shall be done Compatible with specific formal procedures by the concerned ministry.

Program Interruption:

Stop admission of students to the program for a limited / unlimited period.

Evaluation:

The process of measuring the quality of performance in all activities, in order to continuously improve the performance in the future.

Academic accreditation:

Official certificates granted by a recognized body confirming that the academic program or academic institution meets the required accreditation standards.

National Observatory of Qualifications:

A database containing all qualification benefactors who meet the registration requirements and criteria in the Saudi Qualifications Framework.

University Affairs Council:

The authority responsible for organizing university affairs, drawing up their policies and setting the regulations for them, compatible with the provisions of the system.

Board of Trustees:

The authority in charge of university governance, and supervising its performance academically, administratively and financially, in accordance with the provisions of the Law.

University Council:

The authority responsible for managing scientific, academic, administrative and financial affairs at the university, and implementing its general policy, in accordance with the provisions of the system.

The Scientific Council:

The authority in charge of scientific and research affairs, studies and publishing at the university, in accordance with the provisions of the system.

College:

A scientific facility consisting of a group of scientific departments belonging to a general scientific field.

College Council:

The authority competent to conduct academic affairs in the college, in accordance with the provisions of the system.

Scientific Department:

Academic unit represents general scientific department.

Department Council:

Academic Affairs Authority in the Scientific Section.

Faculty members:

Professors, associate professors, associate professors, lecturers and teaching assistants.

Chapter Three:
Program Governance and Study Plans

The preparation of programs and study plans and their development in universities are among the processes that are related to several structural levels through their various phases, and the nature of the structure depends on the nature of the structure.

Therefore, each university is keen to develop a framework for corporate governance programs and study plans and development commensurate with its structure and includes a specific regulatory structure of powers and responsibilities as well as the criteria that govern the preparation and development in terms of fundamentals and principles, including the conditions and controls processes. The present chapter reviews this framework through the following axis:

The first axis: the organizational structure for the preparation and development of programs and study plans:

The preparation and development of programs and study plans at Bisha University are assigned to a specific organizational structure with powers and reasonability compatible with the following hierarchical organizational structure:

First: The University's Program and Study Plans Committees:

The University's program and study plan committees are divided into three levels, as follows:

- Study programs and plans committee in each department, and it is considered a consultative organization to the department board.
- The Academic Programs and Plans Committee in each college, and it is considered a consultative organization to the College Council.
- The Permanent committee of the university's programs and study plans, and it is considered a consultative organization to the university council regarding the baccalaureate programs and diplomas that do not fall under the postgraduate studies.
- The Permanent Committee for Postgraduate Studies Programs and Plans, which is considered a consultative organization to the University Council regarding postgraduate programs.

Each committee can be reviewed in detail by the hierarchy in ascending order, in accordance with the order in which the committees work in the stages of academic program development and development as follows:

1- Academic Programs and Plans Committee in the Scientific Section:

The Academic Programs and Plans Committee in the Scientific Section is represented by all subspecialties in the Department by an administrative decision of the Department Council, for a full academic year, and it is linked administratively to the Scientific Department Council.

a. Formation of the committee:

- The committee is chaired by the head of the department, or person who is nominated by the department's council, who is an experienced faculty member.
- The membership of the committee shall consist of at least two members who are not less than an assistant professor, bearing in mind that each program is represented by a member of the committee in the departments that have more than one program.
- Rapporteur of the Committee of the committee to be chosen from the committee members.

B- The duties of the committee:

- 1- Carry out benchmarking, periodic evaluation, and comprehensive review of the programs and study plans in the department at the level of the baccalaureate degree, diplomas and higher studies.
- 2- Recommend to the department council to create, develop or suspend academic programs with the required scientific and organizational studies and justifications required (justifications - benchmarks and others).
- 3- Distributing the courses to the department members for their description, reviewing the courses, and ensuring that they conform to quality standards and accreditation requirements.
- 4- Studying reports, suggestions and observations related to programs and study plans in the department, and expressing opinions on them.
- 5- Proposing department requirements, requirements of courses, and nominating referees.
- 6- Conducting a periodic review of the programs and study plans in the department to ensure that they are in keeping with scientific developments and labor market requirements and its compliance with quality requirements, standards of academic accreditation and the labor market need.
- 7- Examining everything related to academic programs and plans, which are referred to it by the department council, or the college's committee of programs and study plans.

C- The duties of the committee's president:

- 1- Distributing the descriptions of the curricula and assignments among the program committee members.
- 2- Continuous coordination between the committee members and organizing special events to discuss the program.
- 3- Setting a timetable for implementing the program's development and following up on it.
- 4- Organizing communications and meetings and workshops with the beneficiaries of the program's outcomes inside the university and outside it, in coordination with the college administration.
- 5- Familiarization with the requirements, procedures and templates related to the academic programs.
- 6- Using the help of specialists outside the committee, compatible with their precise department in developing the program.

2- Committee for Programs and Academic Plans in Faculties

The college's program of programs and study plans shall be formed by a decision of the college council, including the duties of the committee, members and the period of its work. They are affiliated with the Vice Deanship for Academic Affairs.

A- Formation of the committee:

1. Vice Dean for Educational Affairs (President).
2. Vice Dean for Female Students Affairs (member).
3. Chairmen of programs and plans committees in the college departments (members).
4. A Rapporteur of the committee to be chosen from the committee members.

B- The duties of the committee:

- 1- Providing scientific consultations and study proposals to the College Council regarding the development of programs and academic plans in the college, evaluating them, preparing annual reports on them and submitting them to the Dean of the College for discussion and approval by the College Council.
- 2- Proposing new programs and study plans in accordance with the strategic directions of national development.
- 3- Examining requests for the creation, development or suspension of academic programs submitted by the departments, reviewing them and ensuring that they fulfill all the required elements and standards and raising the minutes of the committee for discussion and approval by the College Council.
- 4- Coordination with the program committees and plans of the scientific departments of the college and the unit of programs and plans of the university's agency for educational affairs.
- 5- Study the subjects referred to it by the Deanship of the College.

C- The duties of the committee's president:

- 1- Continuous coordination between the committee members and organizing special meetings to discuss the committee's topics.
- 2- Setting a timetable for following up the mechanisms for developing programs presented by the departments.
- 3- Continuous communication with the departments of the college to follow up the programs development processes.
- 4- Coordination between the college and the university's program and study plans in all matters related to the development or development of college programs and plans.

3- The Permanent Committee for Academic Programs and Plans at the University:

The permanent committee for study programs and plans shall be formed by an administrative decision of the university director, including the duties of the committee, its members and the period of its work. They are affiliated to the University's Agency for Educational Affairs. It specializes in baccalaureate and diplomas which do not fall under postgraduate studies; it meets whenever the need arises at the invitation of the Chairman of the Committee.

A- Formation of the committee:

- 1- University Vice-President for Educational Affairs (President).
- 2- University Unit Program Officer and Academic Plans (Member).
- 3- College Representatives (members).
- 4- A representative from the Deanship of Development and Quality (member).
- 5- A representative from the Deanship of Admission and Registration (member).
- 6- A Rapporteur of the committee to be chosen from the committee members.

The Chairperson of the Permanent Committee for Programs and Academic Plans shall have the right to invite any person of department or experience to discuss one of the topics presented to the Committee.

B- The duties of the committee:

1- Providing scientific consultations, reports and studied proposals to the University Council, and this includes:

- Creating and developing programs and academic plans in line with the requirements of quality, academic accreditation and the need of labor market.
- Evaluating the level of implementation of university programs and plans of study.
- Determining the college requirements from the faculty.
- Adoption of recommendations for the development of new programs and study plans.

2- Updating the “Program and Study Plans Preparation and Development Manual”, as needed, In line with the requirements of all evidence issued by the Education and Training Evaluation Authority related to programs and study plans.

3- Follow-up colleges and departments in program development and study plans.

4- Coordination with the representatives of the relevant authorities to organize workshops and training courses in the field of programs and study plans.

5- Consolidating the academic programs and plans in the main headquarters and branch colleges.

6- Setting the local and international arbitration standards for the university's programs and its development.

7 - Recommendation to accept or reject the subjects referred to it or returns them to the competent authority to complete the deficiencies.

8- Submission of topics recommended by the permanent Committee for Programs and Study Plans of the University Director for approval, and then sending the subjects that fall within the scope of their department to the Board of Directors.

9 - Submitting the approved subjects to the Deanship of Admission and Registration for their implementation, those fall within the competence of the committee.

10. Involving the labor market in providing visions and proposals that enhance integration between programs and labor market requirements.

11- Any other duties referred to the committee by the university director and related to the nature of its work.

C- The duties of the committee rapporteur:

1- Schedule the meetings of the committee in coordination with the Vice President for Educational Affairs (Chair of the Committee) and members.

2- Create / update the committee's work database / databases.

3- Preparing the committee's minutes Compatible with the approved legal basis.

4- Preparing notes to submit the subjects to the University Council.

5- Preparing letters to the college and the Deanship of Admission and Registration to implement the decisions issued by the committee or received from the University Council after approval.

6- Cooperate with the university's colleges in providing coaching and guidance regarding the university's programs and courses.

D- The topics referred to the permanent Committee for Programs and Study Plans:

All transactions requiring the existence, updating, creation or amendment of a study plan shall be referred to the committee, and include:

1- Request to establish a new college.

2- Request to create a new department.

- 3- Request to amend a college name.
- 4- Request an amendment of the name of a department.
- 5- Request to amend the title of department in graduation certificate.
- 6- Request for the development of a new academic program.
- 7- Request to develop an existing academic program.
- 8- Request to calculate the teaching weight of the courses.
- 9- Request to change or cancel the educational requirements.
- 10- Request for equivalence of courses.
- 11- Request to add an elective course to the current plan.

In all cases, the committee shall express an opinion on the transaction upon completion, and then decide on it or refer it to the university council in accordance with the authorities of each of them.

E- The authorities of the committee:

The authorities of the permanent Committee for Programs and Study Plans include deciding on the following matters:

- 1- Request to add an elective course to the current plan.
- 2- Request to change or cancel the educational requirements.
- 3- Request to equate academic subjects.
- 4- Request to amend the title of department in graduation certificate.
- 5- Request to develop a new academic program.
- 6- Request to develop an existing academic program.

4- The Permanent Committee for Postgraduate Programs and academic plans:

It is a committee concerned with matters related to programs and academic plans for postgraduate studies regarding its duties and authorities, and it is formed by an administrative decision of the University Council. They are affiliated with the University Agency for Postgraduate Studies and Scientific Research.

A- Formation of the committee:

1. University Vice-Dean for Postgraduate Studies and Scientific Research (President).
2. Dean of Graduate Studies (member).
3. Dean of Scientific Research (member).
4. Dean of Development and Quality (member).
5. Representatives of colleges with postgraduate programs (members).
6. A rapporteur of the committee to be chosen from among the members.

B- The duties of the Permanent Committee for Postgraduate Programs and Study Plans:

- 1- Studying the programs of graduate studies and their study plans established or developed, and their conformity with the unified list of postgraduate studies in universities, rules, and organizational and executive procedures approved by the University Council and the preparation of the necessary recommendations thereon.

- 2- Develop mechanisms to verify that the learning outcomes and study plans are commensurate with the level and nature of the qualification in postgraduate studies, and they are in line with academic and professional standards and the requirements of the Saudi Qualifications Framework (SAQF).
- 3- Study the reports on the evaluation of the postgraduate programs, and prepare views on them.
- 4- Determine the most important global trends in the field of postgraduate programs.
- 5- Submit annual reports on all the activities of the committee in relation to the established and developed postgraduate programs.
- 6- Study what is referred to it by the Council of the Deanship of Higher Studies and prepare the necessary recommendations regarding the programs.

Second: Departments and Units:

1- Programs and Study Plans Unit:

It is an academic administration unit linked to the Vice-Chancellor for Educational Affairs, responsible for following up the preparation, accreditation and implementation of the academic programs and plans for the university's departments and faculties.

Duties of the Program and Study Plans Unit:

- 1-Ensure that the college plans are fully available for all levels of education.
- 2- Ensure that the specifications for the courses are available, compatible with the academic plans in the colleges, compatible with the templates accredited by the National Center for Academic Calendar and Accreditation.
- 3- Follow-up of faculty members and urge them to distribute brief descriptions to students at the beginning of each semester.
- 4- Setting the necessary organization for the unit's files (its activities - circulars - academic plans - descriptions (administrative and communication) (issued and imported) and faxes related to the work of the unit, and facsimile faxes. This would ensure the speed and ease of referring to the plans and the description of the curricula.
- 5- List the books needed by the faculty members, and coordinate with the college's library to provide books and references, Compatible with department needs.
- 6- Implementing introductory workshops and workshops with the aim of consolidating the foundations and criteria for developing and adopting study plans. Introducing the most recent methods and techniques used worldwide to develop programs and study plans, and to benefit from the experiences of prestigious universities in this field.
- 7- The final review of programs and academic plans after their approval by the College Councils, in preparation for their presentation to the Board of University.
- 8- Establish clear policies and procedures for reviewing, evaluating and improving academic programs and educational curricula to ensure the quality of education and learning in all locations and in all different types of education with specific responsibilities and authorities set at all levels.
- 9- Ensure that the curricula comply with the professional requirements.
10. Conduct a survey at the end of each chapter to measure the relevance of the course contents with the potential of students.
- 11- Create a website that clarifies the goals of the unit and presents the steps and models needed for development.

2- Unit of the harmonization of learning outcomes with the labor market:

A unit affiliated with the University Agency for Educational Affairs was established to contribute effectively to linking learning outcomes with the work through the development of academic programs and the university's knowledge society to meet the needs of the labor market.

Functions of the Education Output Unit with the Labor Market:

These duties are summarized with regard to establishing and developing programs and study plans as follows:

- 1- Preparation of the necessary programs and work plans to harmonize education outcomes in accordance with the Saudi Qualifications Framework; In support of achieving the vision of the Kingdom of Saudi Arabia 2030 and the university's strategic plan.
- 2- Support colleges, institutes and the university with the information needed to develop programs, academic plans and courses to achieve aligning education outcomes with the labor market in line with the Saudi Qualifications Framework.
- 3- Knowing the trends and plans of the business sectors in employment and future occupations.
- 4- Establishing the governing policies for linking the different scientific departments of the university with the business sectors.
- 5- Encouraging colleges and institutes to update and develop their academic programs.
- 6- Preparing a list of names of training places and external grants and their conditions and directing students to them.
- 7- Supporting research contributions and studies at the university level and analyzing the results of studies and research on the needs of the labor market and graduates to develop scientific departments and academic programs Compatible with the requirements of the sector.

Third: The councils related to the approval of programs and study plans:

The approval of programs and academic plans in universities is related to the hierarchical structure of the following councils:

1- Scientific Department Council:

It is formed by a decision of the head of the department, specifying the duties, and the scientific department is affiliated with the college.

A- Forming the Council of the Scientific Department:

- 1-Head of the Scientific Department (Head).
- 2- Teaching Staff in the Department, Male and Female Sections (members)
- 3- The Secretary of the Department Council is chosen from among its members.

B- The duties of the Scientific Department Council:

These duties are summarized with regard to preparing and developing programs and study plans as follows:

- 1-Study of the findings of the Program and Study Plans Committee, with regard to developing an existing program in the department or introducing a new program in the department, and proposing the necessary recommendation.
- 2- Consider what the College Council refers to it with regard to the programs and study plans of the department for study and opinion.
- 3- Forming the Academic Programs and Plans Committee in the Scientific Section.
- 4- Defining the requirements of department, the requirements of courses, and the names of the referees.
- 5- Studying and expressing opinions on all matters referred to it by the faculty council, or the study programs and plans committee.

C- The authorities of the Scientific Department Council:

These authorities are concerned with the preparation and development of programs and study plans as follows:

- 1-Recommendation to approve or develop academic programs and plans in the scientific section.

- 2- Adoption of self-study reports, benchmarks, periodic evaluation and comprehensive review, and the implications for amendments.
- 3- Recommendation for the equivalence of the academic units studied by the transferred student from another recognized university.
- 4- Proposing diploma courses and the name of certification.
- 5 - Recommendation for the equivalence of academic courses taught by the student outside the university.
- 6- Recommendation to approve the programs, study plans books and the recommended references in the scientific section.
- 7- Proposing the necessary plans for postgraduate studies in the scientific section.

2- College Council

The membership of the College Council shall be determined by a decision of the College Dean, and the period of their membership shall be determined by a decision of the University Council. One of the deputies should be the secretary of the board.

A- Forming the College Council:

- 1-Dean of the College (President).
- 2- Faculty Deputy Director (members).
- 3- Heads of scientific departments (members).
- 4- Three members of a faculty at most, one of whom is preferably the faculty representative in the council. Scientific (members).
- 5- The secretary of the council is chosen from an agent.

B- The duties of the College Council:

These duties are summarized with regard to programs and study plans as follows:

- 1- Suggesting or modifying the study plans with coordination between departments.
- 2- Propose curricula, textbooks, and references in the departments of the faculty.
- 3- Propose training plans and scholarships required for the college.
- 4- Proposing the college's extracurricular activity plan.
- 5- Looking at what the University Council refers to for study and expressing opinions.

C- The authorities of the College Council:

- 1- Approve the equivalence of the courses taught by the student outside the university based on the academic department's recommendation.
- 2- Adoption of self-study reports, reference reports, and periodic evaluation of programs, comprehensive review, and matters related to the amendment of the components of the academic programs.
- 3- Determine the names of the referees.
- 4- Determining the college and course requirements.
- 5- Recommendation of proposing the required courses to obtain a diploma and the name of the certificate Compatible with the suggestion of the relevant department.
- 6- Following up on the preparation of programs and study plans, developing them, recommending their approval and submitting them to the Permanent Committee for Programs and Study Plans, or the Council of Graduate Studies.
- 7- Examination of everything related to programs and academic plans referred to from the scientific departments or the permanent committee for programs and study plans.

3- Council of the Deanship of Postgraduate Studies:

It is formed by a decision of the University Council, with specific duties, and it follows the Deanship of Graduate Studies and Scientific Research.

A-Formation of the Council of the Deanship of Postgraduate Studies:

- 1- Dean of Postgraduate Studies (President).
- 2- Dean of Scientific Research (member).
- 3- Deputy Dean of Postgraduate Studies (Secretary of the Council).
- 4- One faculty member for each faculty with Postgraduate studies, at least an associate professor and the faculty representative should be at the Deanship Council and the faculty representative for postgraduate studies and research. They shall be appointed by a decision of the University Council upon the recommendation of the College Councils and the approval of the University President, and they shall be appointed for a period of two years and it is renewable (members).
- 5- Deanship Deputies for the Council of Postgraduate Studies (members).
- 6- For each joint program between colleges represented by a member of the faculty belonging to the faculty with the greatest weight in the programs, in case of acting on a rotating basis every two years (members).

B- The duties of the Deanship of Graduate Studies Council

These duties are defined with regard to building and preparing programs and study plans as follows:

- 1- Recommendation to authorize the developed programs after studying them, and to coordinate between them and the existing programs.
- 2- Recommendation to approve the decisions of the postgraduate studies, and any modifications or changes that occur in it or the programs.
- 3- Recommendation of the names of the higher degrees in the Arabic and English languages based on the recommendation of the college councils.
- 4- Recommendation of granting degrees.
- 5- Establishing the general framework of the research plan and the organized rules for how to write, print, output, present and present the scientific thesis, and the forms of discussion reports and judgment of thesis.
- 6- Evaluating the university's postgraduate programs on a regular basis by committees or specialized institutions from inside or outside the university.

4- University Council

Represents the authority responsible for managing the academic, educational, administrative and financial affairs of the University, and implementing its general policy, in accordance with the provisions of the system.

A. Formation of the University Council:

- 1-University Director (President).
- 2- University deputies (members).

- 3- Deans of Faculties and Supporting Deanships (members).
- 4- The Secretary of the Council is chosen from among the members.

B- The subjects referred to the University Council related to the programs and study plans:

- 1- Request to establish a new college.
- 2- Request to create a new department.
- 3- Request to amend a college name.
- 4- Request an amendment of the name of a department.
- 5- Request to establish a new study plan.
- 6- Request to update an existing study plan
- 7- Request to calculate the teaching weight of the courses.
- 8- Request to amend the title of department in graduation certificate.

C- The authorities of the University Council:

The authorities of the University Council with respect to programs and study plans are as follows:

- 1- A proposal to establish colleges, institutes and scientific departments, merge them, cancel them, or amend their names.
- 2- Suggesting the names of the degrees.
- 3- Approving the academic programs and plans for the academic degrees offered by the university.
- 4- Proposing the organizational structure of the programs and study plans unit.
- 5- Approving the executive rules of the regulations related to academic programs and plans.
- 6- Approval of scientific cooperation agreements and memoranda of understanding between universities and local institutions in the area of programs and study plans.
- 7- Approval of scientific cooperation agreements and memoranda of understanding between universities and foreign institutions in the area of programs and study plans.

5- Board of Trustees:

The Board of Trustees constitutes each university, and its President and his deputy and its members - except for the President of the University –are nominated by the President of the Council of Ministers - upon nomination by the Chairman of the affairs of the universities - for a period of three years renewable once, and the Chairman of the Board of Trustees is accountable to the Chairman of the affairs of the universities with regard to by the trustees council Compatible with the system.

A- Formation of the University's Board of Trustees:

The University Board of Trustees consists of the following:

- 1- Four members who have experience, sufficiency and department who have worked in the field of university education.
- 2- Three members from the private sector who are experienced, sufficient and specialized in the financial, investment and systemic fields.
- 3- The Director of the University.
- 4- Three members of the university teaching staff are nominated by the university council.
- 5- The President and Vice-President of the Council, and they shall be chosen from the ones mentioned in paragraphs (1) and (2) in this form.

B- The authorities of the Board of Trustees:

The authorities of this council in regard to programs and study plans are as follows:

- 1- Recommend the approval of establishing colleges, institutes and scientific departments, merging them, canceling them or amending their names.
- 2- Approving the names of the degrees.
- 3- Approving the organizational structure of the university, including the programs and plans unit, and its committees.

6- University Affairs Council:

The Council of Universities Affairs represents the authority responsible for organizing the affairs of universities, drawing up their policies, and laying down the organizing regulations for them, Compatible with the provisions of the system.

A. Formation of the University Affairs Council:

- 1- Minister of Education (President).
- 2- Deputy Minister of Education for Universities, Research and Innovation (member).
- 3- Deputy Minister of Finance (member).
- 4- Deputy Minister of Civil Service (member).
- 5- Deputy Minister of Labor and Social Development (member).
- 6- Deputy Minister of Economy and Planning (member).
- 7- Chairman of the Education and Training Evaluation Commission (member).
- 8- Five university presidents, one of whom is a university president (one member).
- 9 - Two members of expertise and department (two members).

The Minister of Education shall nominate the members mentioned in items 8 and 9, and they shall be appointed by command of the Prime Minister for a period of three months.

B- The Authorities of the University Affairs Council:

The authorities of this council in regard to programs and study plans are as follows:

- 1- Academically assessing and evaluating the performance of universities.
- 2- Approving the establishment, incorporation, elimination, or amendment the name of colleges, institutes and scientific departments.
- 3- Recommendation to approve the scientific cooperation agreements between universities and foreign institutions with regard to academic programs.

The second axis: the basics and the general principles for preparing and developing programs and study plans.

First: the basics and the general principles related to the preparation and development of academic programs:

The following the basics and the general principles shall be considered in the development or suspension of any program or study plan:

- To be developed or developed through specialized committees with competence and knowledge of mechanisms for building and developing programs and study plans, and possessing knowledge and skills related to the areas of teaching and evaluation strategies.
- The development should have a clear methodology based on the feedback study from the results of the implementation of the study plan, focusing on weaknesses, and requiring improvement processes.
- All programs should be prepared in English and Arabic, whether they are offered in Arabic or in English.
- That the proposed new program be based on the real need of the Saudi community and the labor market, and be based on scientific study.
- Clarity of the objectives of the programs and their consistency with the goals and mission of the scientific college and university departments and the goals of higher education Compatible with the project of national transformation and the vision of the Kingdom.
- Compliance with the Saudi Qualifications Framework document (SAQF).
- Preparing descriptions of programs and their courses compatible with the templates of the National Center for Academic Evaluation and Accreditation (last issue).
- Follow a unified numbering and coding of all program courses Compatible with the regulations of the scientific department, the college and the university.
- Keeping up of the curricula and the associated learning sources for modern scientific trends in the field of department.
- Associated learning outcomes of academic programs with the development of students' knowledge, skills and abilities, which qualify them for personal and professional life and keeping up of the latest scientific and technological developments in their field of department.
- Participation of beneficiaries and interested parties (students - employers - professional organizations or scientific societies - experts in the field of department in the planning, design and implementation of the program).
- To achieve constructive integration and coordination with other academic programs within the university.
- Accurate description of the curricula compatible with the updated models issued by the National Center for Academic Evaluation and Accreditation.
- Accurately define different human and physical requirements.
- Clearly define the review and periodic evaluation procedures for the program.
- The teaching and learning strategies and the specific evaluation methods in describing the programs are compatible with the latest educational practices.
- Achieving the link between the courses and taking into account their sequence
- The programs are based on the references of similar local, regional and international academic institutions.
- Take advantage of the expertise of long-established universities at the local, regional and international levels.
- The program is based on a strategic vision that differentiates it from other programs and its mission and goals are based on it.

Second: Criteria for preparing study plans:

The standards for preparing study plans are summarized in the following settings:

1- The academic curricula that constitute the academic program are divided into two main components:

- The general component, which includes: university requirements, college requirements and free requirements, so that the percentage of them does not exceed 30% - 50% of the total number of credit hours approved for the academic program.
- Department component: compulsory and elective department courses and a field experience course or graduation project (if any), so that the percentage of them does not exceed 50% - 70% of the total number of credit hours approved for the academic program.

These components are Compatible with the classification in the following table:

Table No. (1) Shows the classification of program components

Component / type	primary (mandatory)	elective
University requirement	Compulsory courses taught by all university students, regardless of their colleges and majors.	The general courses chosen by the student from among a number of courses proposed by the program and study plans committees in departments and colleges, and approved by the permanent committee for programs and academic plans at the university.
Free requirement	-	The general courses offered by the colleges are chosen by the student from among a number of courses outside the registered study plan, and they are not related to the elective requirements at the university, college or department.
Faculty requirement	Specific compulsory courses taught by all college students, regardless of their departments, and constitute important basic rules for different departments.	The courses chosen by college students from a number of courses that are determined by the college and which consist of auxiliary and supporting courses for the various departments in the college.
Department requirement	Compulsory courses taught by all students of department.	The courses chosen by the student from among the total courses offered by the department, which are among the supporting courses for the student's department.

2-The total hours of the study plan, including the requirement of the university and the college is ranging between 144-120 credit hours in colleges that grant bachelor's degree in four years, and between 180-150 credit hours in colleges that grant bachelor's degree in five years, and between 216-180 credit hours in colleges that award a bachelor's degree in six years.

3- The number of credit hours in each semester ranges between 18-15 credit hours.

4- Departments take into account the bases of courses when building study plans such as: previous and simultaneous requirements and distributing the number of course hours to the different types of activities (lectures, semester activities, assignments, scientific training)

5- Departments whose nature of their departments is compatible with the nature of the university's requirements, these courses should be replaced by other courses within the aforementioned university requirements. For example, the Faculty of Arts, the Department of Islamic Studies, can replace the course of Islamic culture (university requirement) with another course according to its point of view.

6- The degree awarded by the program: It is a degree that requires passing an approved hour, determined in each semester, as follows:

- The intermediate university diploma requires at least 30 credit hours.
- The diploma requires at least 60 credit hours (or two years of study).
- Bachelor's degree requires at least 120 credit hours. It lasts four academic years, and not less than 150 credit hours in five academic years, and not less than 180 hours Accredited Bachelor degree in six years with full or equivalent system.
- Higher diploma requires additional studies including 24 credit hours after the baccalaureate.
- The Master requires 45-30 credit hours, including research and message hours.
- Doctorate requires 45-30 credit hours, including research and message hours.

7 - Each course takes a number and a symbol that indicates it, so that the number is of a specific significance and the symbol is indicated by the scientific department to which the course is assigned, so that the numbers are as follows:

First: The colleges in which the number of specialties does not exceed nine specialties, and follows the following model:

Table (2) shows the coding of courses for colleges that do not have more than nine specialties.

Course code			Course number				
Ones	Dozens	Hundreds					
1	0	2	a	r	b	-	-
It indicates the sequence of the course within the department courses and it starts from No. (1)	The number zero is assigned to the university's requirements, and numbers 1 through 9 are used to express scientific pathways, and programs with a single pathways may use number 1 to express the first semester and number 2 to express the second semester.	It indicates the academic year in which the course is taught, and it starts from (1)	It denotes the course code and is composed of two or three symbols, four symbols, or a maximum of five symbols.				

The course symbol (Arab) indicates the Arabic language program.

Course No. (201) in which the number of hundreds (2) indicates the year in which the course is taught, which is the second year, while the number (0) in the Dozens denotes the order of sub-department within the department within the department, the Ones number (1) indicates the order of the course within the department courses.

Second: The colleges in which the number of micro-departments exceeds nine departments, Compatible with the following model:

Table (3) shows the coding of courses for colleges with more than nine departments.

Course code				Course number				
Ones	Dozens	Hundreds	Thousands					
1	0	0	2	a	r	b	-	-
It indicates the sequence of the course within the department courses and it starts from No. (1)	It indicates the subspecialty branch within the department whose subspecialties exceed more than nine specialties, and it starts with the number (0)	It indicates the academic year in which the course is taught, and it starts from (1)	It denotes the course code and is composed of two or three symbols, four symbols, or a maximum of five symbols.					

8 The coding and teaching of auxiliary, supportive and enriching courses and non-specialized requirements should be done by the specialized departments and not of the departments presented for the study plan.

9- The hours of teaching activities are distributed compatible with the following tables:

Table (4) Teaching activities for which accredited hours are calculated by one hour per week

No.	Teaching activity	Contact hours	Credit Hours
1	Lecture	1	1
2	Mini discussion panel	1	1
3	A large discussion panel	1	1
4	Exercise	1	1
5	Educational workshop	1	1
6	Scientific seminar	1	1
7	The project	1	1
8	Clinical lesson	1	1

Table No. (5) Teaching activities whose number is two hours or three hours per week and the credit hours are calculated for one hour.

No.	Credit Hours	Contact hours	Teaching activity
1	Practical training	Two or three hours	1
2	Field training	Two or three hours	1
3	Clinical skills	Two or three hours	1
4	Hospital visit	Two or three hours	1

10 The curricula of the plan shall be distributed at levels not less than eight levels, and the academic load of any of them shall not be less than the minimum (12) units of study for each level.

11- There is no duplication in the curricula inside the college.

12- The courses are linked to the program's mission and goals.

13- There is a balance between the practical and applied aspects in the plan's courses.

14- The plan's courses diversified and integrated to achieve the program outcomes.

15. Emphasizing the up-to-date content of the courses.

16- Unifying the academic plans in all the corresponding academic departments in all branches and courses, and providing a mechanism for coordination between them.

17. The educational plans include content that expresses professional ethics in attitudes and practice as a discreet or apparent approach.

18- Focusing on developing the higher skills of thinking and research in order to achieve innovation and creativity among students.

19- Emphasizing on field experiences in the departments that require this.

20- Judging the study plan from several internal and external organizations, distinguished in its academic plans.

21- Taking into consideration the achievement of the integrated growth among the students (knowledge - skill -competence).

22- The curricula are not duplicated with the other academic plans in the college or university.

23-When developing the program study plan (for undergraduate);the requirement of the courses of the university should be in the first levels; the departments that include the educational preparation program, the educational curricula are placed within the last levels;the last level of the baccalaureate should be for field education, scientific training or graduation project.

24. No modifications to the program may be made until the regular duration of the program has passed, compatible with the nature of its number of years.

Third: adjustment of study plans or limited updating:

The amount of the proposed update in any study plan shall be determined a list of the authority authorized to approve the updates and the regulatory procedures that follow. Limited tuning of some components of an existing study plan can be requested without changing the number of the study plan according to the following conditions:

- 1- There are no students graduating from the study plan.
- 2- The required adjustment does not affect the educational outcomes of the program or interrupt the graduate's requirements or the academic accreditation requirements... etc.
- 3- The adjustment should be made with the approval of the departments and the corresponding programs, if this is achieved.
- 4 Presence of academic or systemic weakness in the study plan which disapproved by the Academic Programs and Plans Committee in the Academic Department applying for amendment, and the Program and Plans Committees in the corresponding Departments, if any.

Table (6) Authorities to amend the description of an academic program

Amendment	Department Council	College Council	The University Educational Agency for Affairs	University Council
The name of the program				√
Number of credit hours			√	
Redeploying the hours of the study plan		√		
The degree awarded when completing the program	√			√
Program mission and goals	√			
Field Experience Components	√			
Research project	Ratio not exceeding 20%		Ratio not exceeding 20%	
Key learning outcomes of the program	Ratio not exceeding 20%		Ratio not exceeding 20%	
The teaching strategies used in the program	Ratio not exceeding 20%		Ratio not exceeding 20%	
Straightening methods				v
Requirements for admission to the program			v	
Attendance requirements and program completion	√			
Student support and			√	

counseling mechanisms				
Academic system mechanisms			√	
Program evaluation and development mechanisms			√	

Table (7) Authorities to amend the description of a course

Amendment	Department Council	College Council	The University Educational Agency for Affairs	University Council
Course name	√			
Number of credit hours	√			
The level at which the course is taught	√			Except for university requirements
Pre-requisites for the course	√			
Major learning outcomes for the course	Not More than 10%			
Partial change in course contents	At a rate that does not exceed 10% of the course content and does not affect the courses and programs related to this course.	At a rate that does not exceed 20% of the course content and does not affect the courses and programs related to this course.		More than 20% of the course content
Changing the teaching strategies followed in the course	At a rate not exceeding 25% of the number of strategies specified in the description of one decision.	At a rate not exceeding 50% of the number of strategies specified in the description of one decision.	v	
Methods for assessing course outcomes	v			
Appointment modalities for course outcomes change	This percentage does not exceed 50% of the description specified for other courses or programs, and it does not include the midterm and final tests.	This percentage does not exceed 100% of the description specified for other courses or programs, and it does not include the midterm and final tests.		
Changing books, references and learning resources	By no more than 25% for one course or full program	By no more than 50% for one course or full program	v	

Add prerequisite courses if they are not available Or amendment to some of the previous requirements	In the absence of requirements, requirements can be added from the Programs and Study Plans Committee in the department at 100%, and in the event that some requirements are modified for some courses by 50%	Compatible with the suggestions of faculty members	√	
Course evaluation mechanisms	√			

Fourth: Conditions for developing a new program with postgraduate studies:

- 1- All programs developed are subject to postgraduate studies, (diploma, Master's, or PhD) for submission to the Deanship of Graduate Studies Council.
- 2- The global quality and academic accreditation standards for any program developed should be observed.
- 3- The Deanship of Postgraduate Studies shall put down the steps and procedures to be followed to develop the program.
- 4 - At least three department members who wish to develop a master's program must be available. Among the faculty members are professors and professors who are involved in the area of department of the program. In the doctoral program; at least three faculty members, two of them are professors.
- 5- The scientific department must have at least six years of experience in the bachelor's degree if the program is for the master's degree and four years in the master's degree if the program is for the PhD stage. The Council of the Deanship of Graduate Studies has the right to exclude that based on justifications recommended by the Department and College Councils.
- 6- The department may introduce the master's program if it does not have a program in the same department for the baccalaureate, based on sufficient justifications recommended by the department and college councils, and approved by the Council of Studies.
- 7- The department must have the necessary financial capabilities for the program.
- 8- The department may suspend admission to the program that results in a shortage of faculty members, or in the necessary financial capabilities.

Chapter Four:
Procedures for the Preparation, Development and Approval of
Programs and Academic Plans

Procedures for preparing and developing study plans and programs:

The first axis: the development of new academic programs

The second axis: the development of existing programs and study plans

The third axis: the approval of programs and study plans

The fourth axis: the regulatory procedures for the development of a new department

The fifth axis: the formal procedures for the development of a new college

The sixth axis: procedures for the closure or suspension of academic programs.

Figure (1) procedures for preparing plans and programs

The procedures for preparing academic programs depend on the type of plan proposed, which is classified into two types as follows:

1- A study plan for a new program under the umbrella of an accredited department, and it does not have a corresponding program in the main department, branches or female students department.

2- A study plan for a new program under the umbrella of an accredited department that has an accredited corresponding program, in which the study started in the main department, branches or female students department. In this case, the corresponding program plan is approved or an update of the plan applied for both programs, which should be done in coordination with the heads of the corresponding program departments and their respective deans.

In the first case, the proposed program falls under the scope of the preparation of the new programs (development).

In the second case, it is under the scope of the modernization of existing programs (development), in case of need to be modified in the new and old department, and the two types will be addressed as follows:

The first axis: the development of new academic programs

To develop a new program under the umbrella of an accredited department without a corresponding program, in this case four operations to prepare the academic program should be followed compatible with the following cycle:

The first axis: the development of new academic programs:

First: the design of the academic program

Second: Implementation of the program

Third: Evaluation of the program

Fourth: Program review and amendment

Figure (2) development of new programs

This process is carried out compatible with the following stages

The fifth stage: the final preparation stage of the program

The fourth stage: the review and adjudication stage

The third stage: the initial setup stage of the program

The second stage: the stage of data collection

The first stage: the preliminary stage

Design

Figure (3) Academic program design

The first stage: the preliminary stage:

This stage represents the actual starting point for the preparation of the academic program, and this stage is carried out through the following actions:

1-Obtaining the initial approval to develop the proposed academic program:

The Academic Programs and Plans Committee in the proposed scientific department of the program prepares a comprehensive report on the reasons for developing the targeted academic program, according to the following elements:

- Keeping up with the changes and developments in the various scientific, educational and technical fields, and the accompanying development of new specializations.
- The issuance of decisions or amendments relating to the educational sector, which are related to the study plan.
- In response to the requirements of national and international organizations, with regard to academic accreditation at the national or international level.
- Keeping up the state's strategic attitudes for development and its implications for the Ministry of Higher Education in terms of human requirements (qualitative - quantitative).
- Labor market needs, which are reflected in reports related to the following:
 - The needs of the public and private sectors of manpower in quality and quantity.
 - Publications of the Ministry of Civil Service regarding job requirements in various fields.
 - Ministry of Labor and Social Development reports.
 - Increase in employment rates in existing programs, the need to close them, and the development of new alternative programs as needed.
 - A guide for statistics issued by the General Statistics Authority in the Kingdom.

2- Presenting the report to the officials:

In order to take appropriate action in terms of refusal or acceptance of the amendment. In this case, the committee will receive an amendment or initial approval, as the committee will complete the preparation of the program.

3- Planning to prepare the proposed academic program:

After the initial approval of the officials, the Program and Academic Plans Committee shall hold a consultative workshop to define the steps of work, distribute the duties, and identify the areas in question.

The second stage: the stage of data collection:

The Academic Programs and Plans Committee performs the following procedures:

First: Examination of the corresponding academic programs:

Through this step, two reports are written on the results of collecting general information on the programs (Local-regional-international) levels, and compare them with the proposed program as follows:

1- Gather general information about these programs:

Through examining all its description elements as well as describing its courses, which will be used when describing the proposed program courses and preparing a comprehensive report on the results of this phase in each program in terms of examining all elements of the program description.

2- Benchmarking: The comparison between the proposed program and the corresponding programs that were examined in the previous step in terms of all elements of their description, and preparing the benchmarking report that includes all those elements.

Second: Determining the importance of the program to the labor market:

This is based on the extent of conformity between the requirements of the labor market (qualitative-quantitative) and the proposed program, and this step is done with the help of managing the alignment of learning outcomes with the university labor market. Then a comprehensive report is written included the following:

Beneficiaries:

Identify the beneficiaries of this program.

Extent of need for the program:

Determine the extent of need in terms of a deficit and a permanent need, or a temporary or future need, using information sources, such as the Ministry of Civil Service, the Chamber of Commerce and Industry, and similar colleges, the most prominent companies in the field of specialties, and a directory of statistics issued by the General Statistics Authority in the Kingdom.

Opinions of the employers:

Administration of the alignment of university learning outcomes with the labor market are recommended to be contact organizations from the public and private sectors, in order to solicit their opinions, proposals, and requirements in the program and the proposed plan model to prepare and apply the necessary survey tools from scientific questionnaires, meetings, focus groups, and others.

Third stage: Initial preparation stage for the proposed academic program

The work team of the Academic Programs and Plans Committee in the Scientific Department perform the following procedures:

First: Drafting the program's message and objectives:

The team formulates the program message by making use of the benchmarking report. The program message must be tailored to be realistic and clear. The message should include the task that the program is performing, its beneficiaries, and ways to be introduced. As for the objectives, they must be written in a procedural manner that translates the message of the program.

Second: Determining the specifications of graduates:

The graduate specifications are determined in accordance with the graduates specifications for the University of Bisha, which is accredited by the University Council, as well as in accordance with the standard of graduates characteristics of standards academic accreditation. The graduate specific must be strictly defined, and consistent with the Saudi frame requirements for qualifications (SAQF) with academic and professional standards, and the requirements of the labor market.

Third: Defining the program's learning outcomes:

It must be formulated in a procedural manner, showing what the student must be able to do after completing the academic program. It must comply with the Saudi framework (SAQF), academic and professional standards, and the needs of the labor market, and the document “Qualifications of Medical College Graduates” in the Kingdom.

Fourth: Preparing the study plan for the program:

It is prepared using the benchmarking report, in light of the quality standards, academic accreditation requirements and the Saudi framework (SAQF) as follows:

a- Choose the courses that are included in the program:

Is in this step the topics that should be studied by the student is to be chosen so as to achieve the objectives of the program, commensurate with the outputs and outcomes identified in the program, then these combine topics compatible with their compatibility and coherence in the courses and choose an appropriate name for each course reflects the scientific content of the course without similarity with other courses name in the same colleges or other colleges within the university, unless the intended course is the same, wherever it is.

The course code is chosen compatible with the terms and conditions of the second semester in this guide, taking into account the appropriate relative weight for each subject in the course in terms of the number of credit hours and the contact hours. In additions, ensure that there are no duplicates in the curricula prepared by faculty members, or that there are gaps in the academic content.

b-Create a detailed map of the curriculum plan:

This includes determining the teaching hours for each course, and the curricula are distributed at the levels of the proposed plan, taking into account the application of the (range and sequence system) in achieving the logical scientific sequence of the flow of courses across different levels, courses in each level and courses in all levels.

It also includes defining the requirements of each course (previous - synchronized), and classification of courses in terms of: a requirement (university - college - department), and in terms of (compulsory - optional - free).

C- Preparing the learning outcomes matrix at the program level:

In it, it is ensured that all program courses achieve the learning outcomes in whole or in part, according to the learning outcomes matrix, so that the program courses collectively achieve all the program learning outcomes.

D- Determine the hours of the plan:

The number of hours of the plan is determined in accordance with the qualification, the credit hours for each course and teaching activities, taking into consideration the appropriate scientific training programs to develop the student's practical skills in order to prepare them for the labor market. The hours allocated to them in accordance with the conditions and controls for the second chapter of this guide.

E - Program Description:

It is prepared in accordance with templates of the National Center for Academic Evaluation and Accreditation for Program Description; it must be prepared in a way that achieves consistency and complementarity among its components.

Not to prepare any component in isolation from the related or dependent component, and taking into consideration these components in a comprehensive manner and their conformity with what was prepared in the previous steps.

Teaching and learning strategies and methods of evaluation should be varied and effective and appropriate to the different learning outcomes and prepared in accordance with the standards, requirements and the conditions of establishing programs and study plans in Chapter 2 of this guide.

F- Description of the program decisions:

A description for each course of the programs prepared as well as for the field experience if available, in accordance with templates of the National Center for Academic Evaluation and Accreditation for Program Description. Teaching and learning strategies and assessment methods must be diverse and effective and appropriate to the different learning outcomes of the program and prepared in accordance with the standards, requirements and conditions for establishing programs and study plans in Chapter 2 of this guide. The formulation of learning outcomes and the characteristics of graduates must be consistent with the description of the proposed program.

G- Writing the program in its initial form:

As it is written Compatible with the following organization:

- 1- Name of the program.
- 2- Introduction: It includes a brief about the establishment of the college, the programs offers, the degrees offers, and statistics of the numbers of students and faculty members, and the faculty's physical or human potential and the most prominent achievements of its programs.
- 3- The vision, mission and goals of the college.
- 4- The general structure of the study plan for all programs in the college.
- 5- A brief about the scientific department through which the proposed program is presented.
- 6- The vision, mission and goals of the scientific department.
- 7- Conditions for admission to the department.
- 8- The requirements for obtaining the degree awarded in the department.
- 9- Department (compulsory, elective or free) requirements.
- 10- Description of the program.
- 11- Description of the program courses.

Fourth stage: review and arbitration stage

The review and arbitration process aims to check the quality of the initial version of the proposed program to review, prevent, and improve deficiencies, the following procedures are taken:

First: Reviewing the program inside the university:

1-Program review through the Program and Study Plans Committee in the department:

All components of the program are comprehensive reviewed. The program review includes linguistic and dictated review, check if standards and conditions are applied, the extent of its conformity with the university's study regulations and the University's quality assurance guide.

2- Reviewing the program through the Deanship of Registration and Acceptance:

To ensure the study plan meets the technical requirements, and to distribute hours, coding and levels.

3- Reviewing the program through the Deanship of Development and Quality:

To ensure the quality of the academic plan and its conformity with academic accreditation standards. In additions, to ensure that, the description of the program and its courses is in accordance with the latest versions of the National Center for Accreditation and Accreditation.

4- Reviewing the program through the matching of the learning outcomes unit with the university labor market:

To verify the alignment of education outcomes with the labor market in accordance with the Saudi Qualifications Framework (SAQF), business sector trends and plans for employment and future occupations.

5-Review of the program through the teaching and learning:

To ensure that the graduates characteristics and learning outcomes in the program is specified carefully and consistent with the Saudi Qualifications Framework (SAQF), academic and professional standards and the requirements of the labor market. In additions, to ensure that, learning strategies, methods of assessment, diversity, and effectiveness are compatible with different learning outcomes for the program.

6- Program review with program beneficiaries:

A list of the main entities that will employ graduates of specialties, whether from the governmental or private sector, will be specified with the assistance of the university Administration of the adaptation of learning outcomes with labor market. They are conducting private visits to each entity separately or holding a consultative workshop that includes these entities as well as students and graduates, since the student is more than able to evaluate this plan through his close experience.

The proposed program agendas presented and discussed for a period of at least one day in order to take their proposals and get acquainted with their comments on the plan, and the extent to which they fulfill their requirements. Then, the committee will study these views and observations obtained from the workshop in order to find the most appropriate solutions to the problems in the plan.

7- Reviewing the program through the Deanship of Postgraduate Studies in case the program is one of the postgraduate programs:

Authorized program is recommended after studying and coordinating it with the existing programs.

8- Review of the program through the Scientific Division Council:

The preliminary version of the proposed program is presented to all members of the Scientific Section their opinion and making adjustments while they are in place, then, will be approved if it is accepted from all members of the department.

9 - Presentation to the university's permanent committee for submission to external arbitration.

Second: Arbitration of the program outside the university:

The proposed program shall be sent after the previous reviews for external reviewers to check the quality and any deficiencies in order to make amendment and improvement of it. This shall be done through at least two reviewers from outside of the university. They are chosen by the Council of the Scientific Department to arbitrate the plan according to the approved form of arbitration from the National Center for Academic Evaluation and Accreditation.

The advisers are chosen according to the following controls and conditions:

They must be from outside the university.

Be a professor or associate professor in the specialty of the program.

To be highly experienced in the field of quality, academic accreditation and preparation of academic programs.

Be experienced in teaching strategies and modern assessment techniques.

To be of reputable scientific reputation and have a diversified scientific production in department, published in High-level magazines with high ratings and impact factors.

Note:

In the case of a partnership between the college providing the program and another academic institution that has an accredited program, it is sufficient to judge this institution.

Fifth Stage: The final preparation stage of the proposed academic program:

This stage includes the following procedures:

1- Making the amendments received by the reviewers through the Program Committee of the Scientific Section.

2- Upgrading the academic program after its amendment (if there are modifications) to the Deanship of Graduate Studies to recommend its approval in case of it is a postgraduate program.

3- Approving the final formulation of the program after making the amendments of the reviewers, and completing the cycle of program approval and accreditation in accordance with the legal procedures, each according to its authorities(detailed in the third axis in this chapter).

Second: The implementation of the program:

The program is sent, after its final approval, to the Deanship of Registration and Acceptance to take the necessary regulatory procedures to start implementing and operating the program by the relevant department.

Third: Program evaluation:

The evaluation process aims to verify the extent to which the program has achieved its objectives, and to identify the shortcomings and problems that arise during the application of the program, to overcome them, and to make adjustments and continuous improvement to insure its quality.

The program is evaluated through the implementation of the program by the Program and Study Plan Committee of the Scientific Section and Program Administration, and writing of an annual report on program performance (templates of the National Center for Accreditation and Accreditation). The annual report is prepared in the light of the results of the follow-up of the implementation reality, the actual evidence and evidence, the examination of the program courses reports, and the opinions of students and those responsible for the program in its academic, administrative and technical aspects.

This may be done in order to determine the performance of the program on a regular basis during the years of its implementation, but no modifications may be made to the program except after the regular period of the program has passed according to the nature of its number of years. The committee plans and programs of study scientific department to prepare a comprehensive report in the light of the annual reports of the program and calendar items, other periodic self-study the recent program, the views of all beneficiaries of reference and comparison of similar programs. Then the program is discussed and approved by the concerned department in order to take the necessary adjustment, development and review of program design procedures.

Fourth: Program review and amendment:

This process is carried out according to the type of amendment required and approved by the department council according to the specialists and authorities as it will be mentioned in the third axis in this chapter. The academic and scientific aspects of the amendment, they are carried out by the Programs and Academic Plans Committee in the relevant department, according to the regulatory procedures that will be mentioned in the following pivot.

The second axis: the development of existing programs and study plans:

The study plans which need to be developed vary into the following classifications:

- 1- A study plan for a new program under the umbrella of an accredited department that has an accredited corresponding program started by studying at the department, branches, or female students department. The corresponding program plan is approved or an update of the plan is applied to both programs. This should be done in coordination with the heads of the corresponding program departments and the deans of their faculties.
- 2- Updating a study plan for an accredited program / department, in which the study started, and it has an approved corresponding program / department, in which the study started in the main department, branches, or female students section. In this case, the coordinators of the two programs should be coordinated to present a unified plan that is approved and applied to the both programs.
- 3- Updating a study plan for an accredited program / department that the school has started and has no corresponding program / department at the main department, branches, or female students section. In this case, the required plan will be established according to the regulatory steps mentioned in the following item.

The procedures for developing and updating academic programs depend on the amount and size of the change in the study plan, and accordingly, the updates are classified as limited and unlimited updates as follows:

Setting study plans or limited updating:

The amount of the proposed update in any study plan is determined by the validity authority in approving the updates and the regulatory procedures resulting therefrom. Limited adjustments can be made to some components of an existing study plan without changing the number of the study plan according to the following conditions:

- 1- There are no graduating students on this study plan.
- 2- The required settings do not affect the educational outputs of the program or violate the requirements of graduates or the academic accreditation requirements, etc.
- 3- With the approval of the relevant departments and programs, if this is achieved.
- 4- The existence of an academic or systemic flaw in the study plan approved by the Program and Academic Plans Committee in the academic department applying for the amendment and the program and study plans in the corresponding departments, if any.

First: limited setting or updating procedures for existing academic programs:

- 1- Submitting a request for change proposal, whether from the faculty member, course coordinator or academic coordinator of the program to the head of the department, and attaching a copy of the report of the course or program with the justification for the change.
- 2- The head of the department refers the request to the curriculum committee of the department to give its views. In this case, the course or program is presented in other colleges; the curriculum committee is obligated to send the amendment proposal to the department heads in other colleges in order to express their opinion and to be invited to the specified committee meeting to discuss the amendment.
- 3- The opinion of the committee and the proposal for change are presented to the department council to take the recommendation according to what came from the department's programs and plans committee.
- 4- The recommendation is submitted to the Dean of the College for presentation within the topics of the nearest College Council (for your information). In case of the changes are within the authority of the College Council, it is first referred to the College Curriculum Committee to express its opinion and present the committee's findings in the nearest College Board after the committee's opinion is received.
- 5- The minutes of the college council will be submitted to the university director for approval.

6- The amendments shall be effective from the date of the approval of the university director on the minutes of the College Council in which the subject of the change is included.

7- A copy of all the papers, including the approval number on the college council's minutes and history, shall be sent to the university agency for educational affairs to complete the necessary system and address the admission and registration deanship for the adjustment procedure.

Second: Unlimited update procedures for existing programs:

1- The corresponding academic programs in colleges and universities are surveyed as a reference in the development of the department's academic programs.

2- Updating the description of the academic curricula.

3- Reviewing the distribution of the curricula at the academic levels of the study plan, taking into consideration its scientific and logical sequence, and the requirements of the previous or accompanying curricula.

4- Reviewing the number of accredited units of the program of study and fulfilling the requirements of the university, college, department, department, academic accreditation ... etc.

5- Submit the developed educational program to the Department Council to recommend its approval.

6- Make the necessary adjustments if there are comments from the department council.

7- Completing the formal procedures as mentioned in the first axis of this chapter.

The third axis: the approval of programs and study plans:

The approval of programs and study plans is carried out according to specific qualitative parameters that define the authorities of each party related to the cycle of approving programs and study plans, and these parameters can be reviewed as follows:

First: The proposed plan is related to any of the following:

1. A change in the name of an accredited department in which the study started or did not start.

2. Create a new department or a new college.

In this case, approval must be obtained in advance of establishing the department or college or changing the name before submitting the study plan to the Permanent Committee for Programs and Study Plans.

Second: The proposed plan is related to the first year program:

This includes any proposal in the program plan that requires implementation of any of the following:

1. Adherence to the first year program.

2. Leaving the first year program.

3. Modify or change the courses offered from the first year program.

In this case, the approval of the permanent committee for the first year must be obtained in advance of the study plan being submitted to the Permanent Committee for Programs and Study Plans.

Third: The type of the proposed plan. This includes:

1- A study plan for a new program under the umbrella of an accredited department, and it has an approved corresponding program that started study at the main department, branches, or female students section.

2- A study plan for a new program under the umbrella of an accredited department, and it does not have a corresponding program in the main department, branches, or female students section.

3- Updating a study plan for an accredited program / department, in which the study started, and it has an approved corresponding program / department, in which the study started in the main department, branches, or female students section.

4- Updating a study plan for an accredited program / department that the school has started and has no corresponding program / section in the main department, branches, or female students section.

Formal procedures for approving programs and study plans

1- The Academic Programs and Plans Committee submits to the Scientific Department a record containing a clear and accurate recommendation of the required action with the fulfillment of the requirements of the National Center for Assessment and Academic Accreditation accompanied with the following rationale

- A report containing the reasons for the creation or development of the academic program targeted for the creation or development.
- A report that includes the results of collecting general information about the corresponding programs at the (local, regional, and international levels).
- Benchmarking report.
- Importance report for the program.
- Appropriate templates for proposal and adjudication in the case of new academic programs.
- A report on the compatibility of the learning outcomes with the university's labor market.
- Deanship of Development and Quality Report.
- Deanship of Registration and Acceptance report.

2- The Council of the Scientific department study and approve the proposal if it has no comments or send it back response to the committee for amendment if there are any comments.

3- The proposal is submitted to the College Programs and Plans Committee after the department's board approves the study, amendment, or approval of the proposal.

4- The College's Programs and Plans Committee, in case of approval, shall submit a minute to the dean of the college include a clear and precise recommendation to accept the required procedure for approval and to submit it to the College Council for study, amendment, or approval of the proposal.

5- The College Dean shall, in case of approval, submit the minutes of the faculty council to the university director. The minutes shall have a clear and accurate recommendation to accept the required procedure for approval.

6- The director of the university shall submit the proposal by letter addressed to the university's deputy for educational affairs or the deputy of the University for Postgraduate Studies, if the program is for postgraduate studies to complete the rest of the legal procedures, according to the following:

- Submit the proposal to the concerned authority for study and decision-making, including: the Permanent Committee for Programs and Academic Plans and the Permanent Committee for the first year.
- For academic, technical, and administrative review, the concerned authority submit the proposal to: (Deanship of Development and Quality - Deanship of Registration and Acceptance - Education and Learning Unit - Managing the harmonization of education outcomes with the labor market - external reviewers-program and study plans unit).

- After taking the decision, the minutes of the concerned authority is raised including the subject matter and recommendation to the University Director for approval.
- Raise a letter addressed by His Excellency the Vice President for Educational Affairs to His Excellency the University Director to present the matter to the University Council for recommendation.
- Upload the minutes of the University Council, including the proposal and recommendation to the Ministry, to complete the executive procedures resulting from the decision of the University Council.
- Approval of the program from the University Affairs Council.
- Educational Affairs Deputy sends the decision to the Deanship of Registration and Admission to the specialty to complete the necessary requirements regularly.

Note: All the procedures to be listed or some of them will be applied according to the aforementioned in the determinants of the formal procedures, and all those procedures are applied to each of the mentioned according to the procedural and time series.

Example: Creating a new plan with an amendment called section not related to first year requires doing this sequence twice, the first to request an amendment of the name of the section and the second to approve the plan after the change of the name:

Program Establishing stage (Program and Study Plan Committee)

Program development stage (Program and Study Plan Committee)

Send the program to the Deanship of Acceptance and Registration to act accordingly

Registering the program in (SAQF)

Final approval

The Permanent Committee for Programs and Academic Plans for Postgraduate Studies at the University

External reviewers

The Permanent Committee for Programs and Study Plans at the University

Directing to the University's Program and Study Plans for Study

Directing to administration of the harmonization of learning outcomes with the labor market

Directing to the Deanship of Admission and Registration for Studies

Directing to the Deanship of Development and Quality for Study

The Board of Trustees

Approval of the University Affairs Council

University Council

Accreditation of the College Council

Decline / amend approval

Department Council

College Programs and Plans Committee

College Council

Deanship of Postgraduate Studies in the case of the Postgraduate Studies Program

Figure (4) shows the approval cycle of an updated academic program

The fourth axis: the regulatory procedures for the development of a new section

- 1- The faculty undertakes a comparative study of reference departments. The subject is submitted to the faculty council for discussion and taking the necessary recommendation regarding the establishment of the new section.
- 2- The college submits an application attached by the College Council's recommendation to the Vice-Chancellor for Educational Affairs through the form of establishing a new department.
- 3- Presenting the subject on the university's programs and study plans unit for study and opinion.
- 4- Presenting the subject in the permanent committee of Academic Programs and Plans of the University for Study and submitting recommendations.
- 5- Submitting the subject and the recommendation of the permanent committee for Academic Programs and Plans of the University to the University Director to present the subject in the university council.
- 6- Presenting the subject in the university council, taking the necessary decisions and submitting it to the concerned higher authorities to issue the appropriate final decision thereon.

The fifth axis: the systematic procedures for introducing a new college.

A new college is developed as a response to the vision of the university administration, or a proposal from one or more faculties or a study proposal submitted by the faculty members, and this is done according to the following procedures:

- 1-Make a comparative study with international universities.
- 2-Survey of expert's opinions or scientific organizations to support this trend.
- 3-Preparing a list of the proposed departments in the college to be developed.
- 4-Preparing a proposed list of needs of human resources and construction.
- 5-Prepare the college project plan and specify the expected date for its readiness.
- 6-Fill out a new college form.
- 7-Submit the proposal with attached all the previous justifications for the University Agency for Educational Affairs.
- 8-Submit the topic to the Study Plans and Programs Unit for study and expressing an opinion.
- 9-The topic shall be submitted to the Permanent Committee for Programs and Plans to recommend an appropriate action.
10. The subject and the committee's recommendations shall be submitted to the University Director for presentation to the university council.
- 11- The matter is submitted to the University Council to take the appropriate decision, and then it is submitted to the higher authorities to take the appropriate final decisions.

The sixth axis: procedures for the closure or suspension of academic programs.

The suspension or closure of academic programs depends on the results of the periodic evaluation of programs and their review, which may explain the lack of usefulness of some programs, and that there is no longer a need for them, and there may be higher tendencies to close some programs in light of educational policies, and several strict procedures must be followed to suspend or close programs in order to ensure appropriate arrangements for the associated component for canceled or suspended program as students of the program who are still studying the program for financial and program commitments ... and others.

- 1-The Program and Study Plans Committee of the Scientific Section of the Program prepares a report on the regular evaluation and follow-up process of the program, including an analytical study of the reasons for the closure or suspension of the program and the effects of the process of suspension or closure on the department, faculty, strategic plan of the university, members of the academic, academic staff and financial administrative and scientific obligations associated with the program and students

enrolled in the program. In addition, programs for which supportive courses are provided or for which supportive programs are provided, if any. The report shall attach the following; indications, evidence, the results of the survey of beneficiaries inside and outside the university and internal and external reviewers. The report is discussed in the department council and a decision is made regarding the closure or suspension.

2- A request to close or suspend the program shall be submitted by the relevant department to the dean of the college, accompanied by a report of the program and study plans committee in the department. The dean of the college directs the Program Committee and the Study Plans of the College to study and prepare appropriate recommendations. Then it is presented to the College Council to take the appropriate decisions and submit it to the University Agency for Educational Affairs.

3-The report presents the Deanship of development and Quality University to study and submit the results of the study and recommendations to the Agency for University Educational Affairs, which take the appropriate decision in the light of the recommendations of the Deanship of Development and Quality. Then, the recommendation of the Vice President for Academic Affairs of the University by suspension or closure of the program (With the duration of suspension of the program in case of the decision of suspension) is raised to University Council for approval. The University Council decides to suspend or close it, with the date of the suspension or closure.

4- The concerned department shall implement suspensions or closures according the prepared plan, in accordance with the following procedures:

A - Follow-up the graduation of students from the program.

B- Follow-up on the transfer of students who are newly enrolled in the program and who wish to transfer to other academic programs.

C- Coordination with academic departments and programs related to the program.

References

- 1-Models of the National Center for Academic Evaluation and Accreditation.
- 2- The Saudi Qualifications Framework.
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- 4- Evidence and regulations governing the study and testing of Saudi universities.
- 5- New university system project, 1441 AH.
- 6- Academic design and development guide for Taif University.
- 7- A guide for preparing academic programs for the Islamic University.
- 8- The procedural guide for preparing and developing academic programs for Umm Al-Qura University.
- 9 - A guide to preparing plans and programs for Al Majmaah University.
10. Procedural manual for programs and study plans at the University of Tabuk.
- 11- A guide to preparing academic plans and programs for Al-Jouf University.
- 12- A guide to preparing and approving the plans and academic programs of Al Majmaah University.
- 13- Administration guide for plans and academic programs for the undergraduate stage of King Saud University.
- 14 - Quality Management Manual for the University of Bisha.
- 15- University of Bisha study and test guide.
- 16 - The Unified Regulations for Postgraduate Studies in Saudi Universities and the Executive Regulations of Bisha University.

Vision ..

A creative knowledge system for a productive society.

Message ..

Building a competitive knowledge society through an advanced learning environment, scientific research and effective community-based initiatives and partnerships.

Goals ..

- 1. Diversification and development of income sources.**
- 2. Raise the efficiency of financial, human and technical resources.**
- 3. Developing attractive and stimulating institutional work.**
- 4. Designing quality educational programs that meet the needs of the labor market.**
- 5. Building an advanced scientific research system.**
- 6. Enhancing students' values, affiliations and moderate beliefs.**
- 7. Providing effective community initiatives that enhance the university's role and prestige.**

Values ..

Perfection, responsibility, institutional, team spirit, creativity, and competitiveness, effectiveness.