Attachment 2 (a)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Program Specification

(PS)

National Commission for Academic Accreditation & Assessment

Program Specifications

For guidance on the completion of this template, please refer to NCAAA guidebooks.

1. Institution

Umm Al-Qura University

Date of Report 06/11/1437

2.College/Department

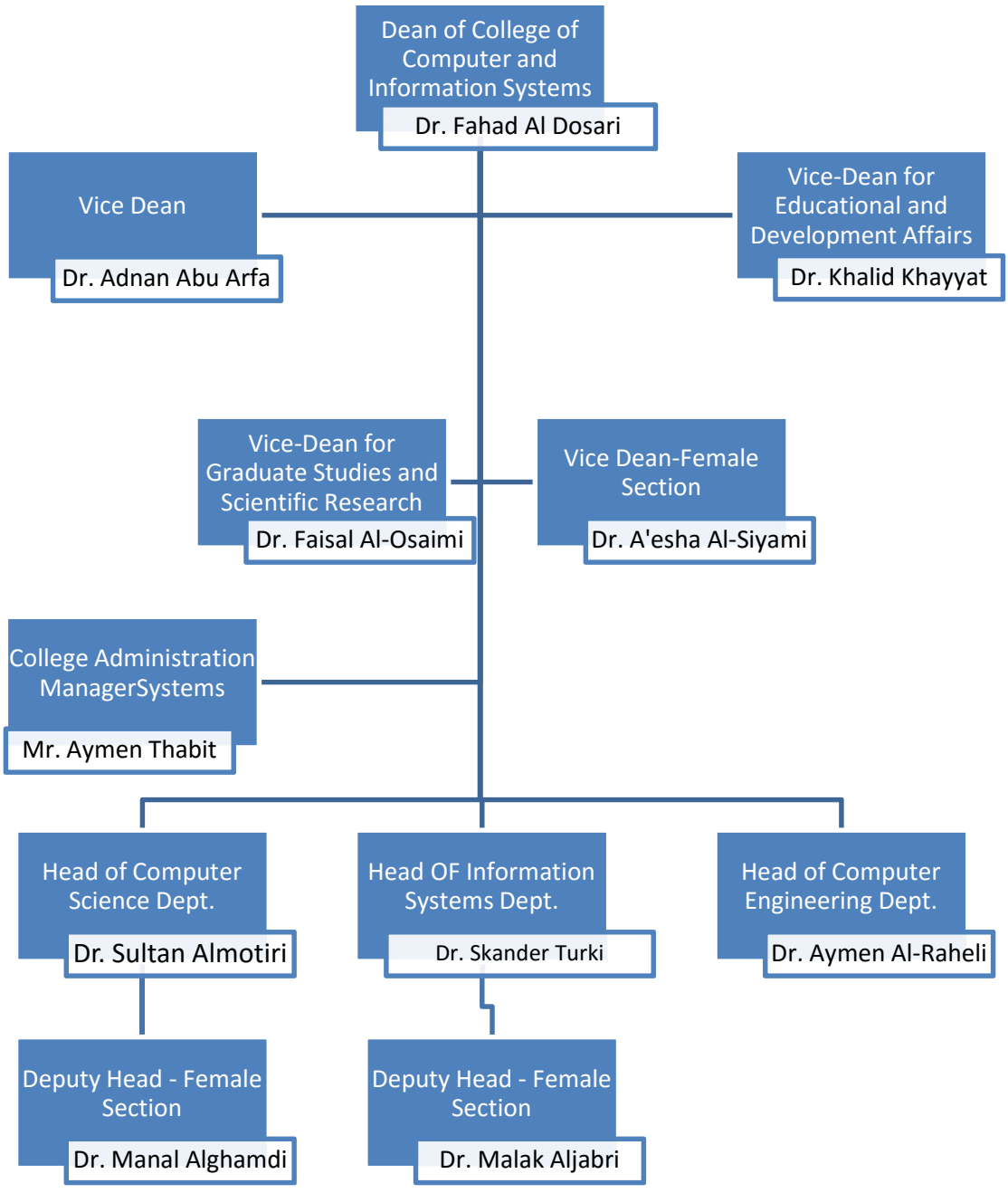
College of Computers and Information Systems,

Information Systems Department

3. Dean

Dr. Fahd Al Dosari

4. Insert program administrative flowchart



5. List all branches/locations offering this program **Branch/Location 1.** **Information Systems Department at Al Abidiyya, Boys Section** **Branch/Location 2.** **Information Systems Department at Al Zaher, Girls Section** **Branch/Location 3.** **Information Systems Department at Al Qunfuda, Boys section** **Branch/Location 4.** **Information Systems Department at Al Qunfuda, Girls section**

A. Program Identification and General Information

1. Program title and code: **1402 Information Systems**
Total credit hours needed for completion of the program **165 Credit Hours**
3. Award granted on completion of the program **Bachelor of Science in Information Systems**
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) **N/A**
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) **N/A**

6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)

Official denominations:

1. **وظائف محللي ومصممي النظم (الرمز: 51001).**
2. **وظائف مطوري ومصممي برامج تقنية المعلومات (الرمز: 51009).**
3. **وظائف إدارة مشاريع تقنية المعلومات (الرمز: 51010).**
4. **وظائف أخصائي تقنية المعلومات (1) (الرمز: 51008).**
5. **وظائف فنيي الدعم (الرمز: 51011).**

Unofficial denominations (Commonly used in the private sector):

- **Information Systems Developers/Architects/Testers**
- **Information Systems Analysts/Project Managers**
- **Business Intelligence Analysts/Developers/Testers**
- **Database and data warehouses Designers/Developers**
- **Network and Information Systems Administrators**
- **Information Systems and Network Security Administrators/Architects**

7. (a) New Program	X	Planned starting date	**Fall 1437-1438**
(b) Continuing Program		Year of most recent major program review	

Organization involved in recent major review (eg. internal within the institution,

Accreditation review by _____? Other_____?

8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both.

Department chairperson: Dr. Skander Turki (Acting chair)

9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).

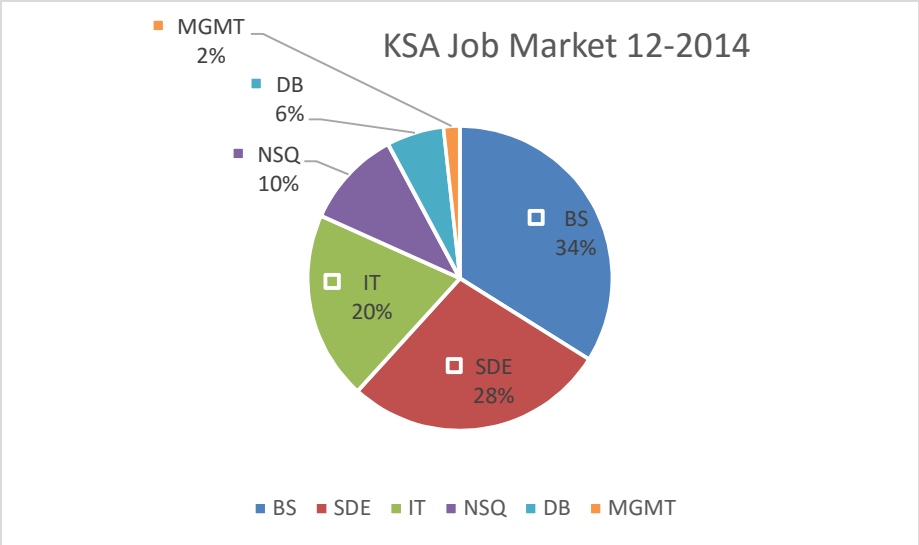
Campus Branch/Location	Approval By	Date
Main Campus:	**MoHE**	**1426 Hijri**

B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

The survey we have conducted on the Saudi job market gave us very clear results about the necessity of an Information Systems degree in KSA.
This survey was intended to discover the main Saudi Arabia's market needs for IT professionals. The survey was conducted on data collected from "GulfTalent.com" and "bayt.com" from IT job offers sections. The offers that were collected are those that were published at the end of 2014 and more precisely December, the 30th.



12-2014 Survey Results

The business solutions job offers are the most frequent in the Saudi market with 34% of the offers.
Then the software development and engineering related offers follow with 28% of the offers. The IT systems (20%) and Networking/Security/Quality (10%) can be considered together in one group and would become an important 30% of the market.
Databases and Data engineering offers represent only 6 percent of the market because of the use of ready to use solutions from Saudi companies.
Management positions only represent 2% of the job offers.

09-2015 Survey

We have update the survey in 09-2015 and we obtained very similar results:

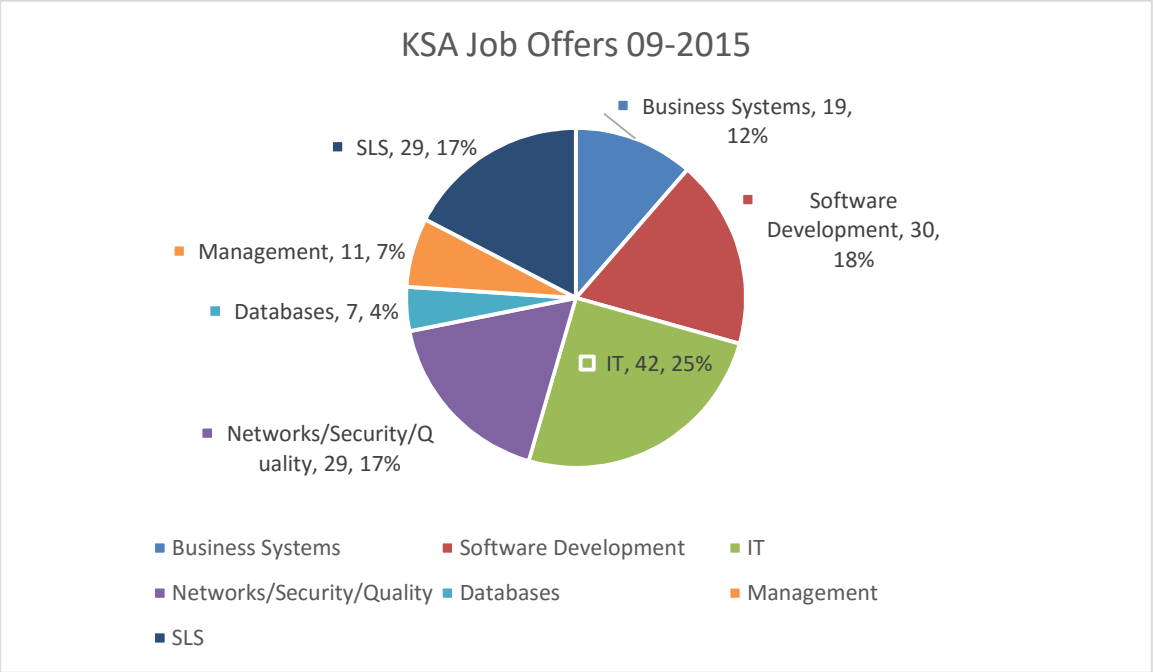


Fig 2. Statistics of the job market in KSA as of 09-2015.

Surveys' Results Conclusion

The IS program is concerned with (Business Systems 12%, Databases 4%, Software development 18% and Networks/Security/Quality 17% = 51 %) of the Saudi job market. It is clear that an IS program geared towards engineering is of high relevance

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

The adequacy of this program with the needs of the Saudi market makes it of high relevance to the goals of the university that works towards preparing competent citizens that can serve their country in the field of their specialization.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? **Yes** [X] **No** [ ]

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

The curriculum committees of both departments have been meeting continuously to discuss very precise contents of shared courses.

b. Does the program require students to take courses taught by other departments? **Yes** [X] **No** [ ]

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

The curriculum committees of both departments have been meeting continuously to discuss very precise contents of shared courses.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes [ ] **No** [X]

4. What modifications or services are you providing for special needs applicants?

N/A

C . Mission, Goals and Objectives

1. Program Mission Statement:

The mission of the Information Systems program at the College of Computer and Information Systems at Umm Al Qura University is to:

1. Provide an excellent program in Information Systems.
2. Prepare graduates to compete on a global level in government, industry, and academics.
3. Provide excellent academic service to the degree programs of other programs from the university or the community.
4. Engage in research that is valuable to the country and to the body of knowledge of Information Systems and support degree programs to prepare the researchers of the future.
5. Provide an environment that promotes self-learning and teamwork.
6. Recruit and retain highly qualified graduates to the Information Systems program.

2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Goals and Objectives	Major Strategies	Measurable Indicators
Be capable of applying information systems engineering and management skills to solve real-world, large-scale and complex problems at employment.	Job market surveys about required technological competencies. Partnership with major business solutions provider in the Saudi market (SAP) in curriculum improvement. Maximize practical sessions in both technical and managerial courses.	Students' recruitment. Companies' feedback about recruited graduates.
Be prepared to pursue advanced graduate studies along with research and development, and involvement in professional activities.	Have students build strong links with companies from their training sessions. Then, work on their first project for that company during their capstone project and finally be hired by the same company.	Students' recruitment. Companies' feedback about recruited graduates on the long run (> 5 years after graduation).
Be prepared to contribute to society with ethical and responsible behaviour.	Include ethical course material in different courses like "Software engineering" and	Students' recruitment. Companies' feedback about recruited graduates on the

	Information security related courses. Enforce strong ethical standards in daily basis.	long run (> 5 years after graduation).
Apply effective oral and written communication using new communication media.	Integrate courses related to communication. Create opportunities for students to communicate publicly through the organization of contests, workshops and clubs.	Students' recruitment. Companies' feedback about recruited graduates on the long run (> 5 years after graduation).
Undertake a variety of leadership roles in heterogeneous environments.	Organize projects that require teamwork. Create opportunities for students to manage events through the organization of contests, workshops and clubs.	Students' recruitment. Companies' feedback about recruited graduates on the long run (> 5 years after graduation).

D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

Summary of the Credit Hours:

	Credits
Supporting Courses (Preparatory + University Requirements)	**53**
Fundamentals Courses	**22**
Core Courses (Compulsory + Electives)	**90**
TOTAL	**165**

A- Supporting Courses 53

Preparatory Year

4800170-6	English Language	6
4800171-4	Technical English	4
4800110-4	General Chemistry I	4
4800130-4	General Physics I	4
4800140-4	Introduction to Mathematics I	4
4800141-4	Introduction to Mathematics II	4
4800153-3	Computer Programming Skills	3
4800104-3	Learning Skills	3

University Requirements

102101-2	The Biography of Prophet Mohammad (pbuh)	2
501101-2	Arabic Language	2
601101-2	Islamic Culture I	2
601201-2	Islamic Culture II	2
601301-3	Islamic Culture III	3
601401-2	Islamic Culture IV	2
605101-2	The Holy Quran I	2
605201-2	The Holy Quran II	2
605301-2	The Holy Quran III	2
605401-2	The Holy Quran IV	2

B- Fundamentals (not core) Courses 22

4042402-4	Linear Algebra	4
14021001-3	Problem Solving Skills	3
14031201-4	Digital Logic Design	4
4042301-3	Introduction to Statistics and Probability	3
14032205-4	Computer Organization and Architecture	4
14032401-4	Numerical Methods for Computing	4

C- Core Courses	**81 Compulsory + 9 Electives = 90 credits**	
14021101-3	Introduction to IS	3
14011101-4	Computer Programming	4
14011801-3	Discrete Structures I	3
14022201-3	IT Skills	3
14012301-3	Database I	3
14011102-4	Object Oriented Programming	4
14011802-3	Discrete Structures II	3
14022202-3	Operating Systems & Networks	3
14022401-3	Internet Technologies	3
14012401-3	Data Structures	3
14013303-3	Software Engineering I	3
14023301-3	Data Warehousing	3
14023203-4	Systems & Networks Administration	4
14023701-2	IS Project Management	2
14013304-3	Software Engineering II	3
14024402-3	Human-Computer Interaction	3
14023102-4	Operations Research	4
14023204-3	Information Systems Security	3
14023902-2	Summer Training	2
14024901-2	Professional Seminars	2
14024903-3	Graduation Project 1	3
14024103-3	Business Process Modeling	3
14024104-3	Decision Support Systems	3
14014305-2	Computers and Society	2
14024904-3	Graduation Project 2	3
14024105-3	Enterprise Resource Planning 1	3
14024205-3	Quality & Standards	3
Department Electives		9
14024206-3	Information Security Standards and Auditing	3
14024207-3	Ethical Hacking and Penetration Testing	3
14024106-3	Selected topics in ISE	3
14024501-3	Supply Chain and Logistics Fundamentals	3
14024403-3	Enterprise Systems Development	3
14014302-3	Database II	3
14014305-3	Big Data Analytics	3
14024107-3	E-Commerce Systems	3
14024302-3	Data Mining	3
14024404-3	Data Integration	3
14024303-3	Advanced topics in databases	3
14024108-3	Enterprise Resource Planning 2	3
Other Electives		
14014302-3	Database II	3
14014305-3	Big Data Analytics	3
14014306-3	Software Testing	3

Curriculum Study Plan Table: Information Systems 1437

Year	Course Code	Course Title	Required Or Elective	Credit Hours	Core / Supporting / Fundamentals	Pre-req
Prep Year	Level 1					
	4800153-3	Computer Programming Skills	r	3	Supporting	-
	4800140-4	Intro to Mathematics (1)	r	4	Supporting	-
	4800170-6	English Language	r	6	Supporting	-
	4800110-4	General Chemistry	r	4	Supporting	-
	Level 2			17		
	4800130-4	General Physics (1)	r	4	Supporting	
	4800141-4	Intro to Mathematics (2)	r	4	Supporting	4800140-4
	4800171-4	Technical English	r	4	Supporting	4800170-6
	4800104-3	Learning and Study Skills	r	3	Supporting	
				15		
1st Year Semester 1	Level 3					
	605101-2	The Holy Qur'aan 1	r	2	Supporting	
	601101-2	Islamic Culture I	r	2	Supporting	
	14011101-4	Computer Programming	r	4	Core	4800153-3
	14011801-3	Discrete Structures I	r	3	Core	4800141-4
	14021601-3	Problem Solving Skills	r	3	Fundamentals	
	14021101-3	Introduction to IS	r	3	Core	
				17		
1st Year Semester 2	Level 4					
	605201-2	The Holy Qur'aan II	r	2	Supporting	605101-2
	14031201-4	Digital Logic Design	r	4	Fundamentals	4800153-3
	14011102-4	Object-Oriented Programming	r	4	Core	14011101-4
	14011802-3	Discrete Structures II	r	3	Core	14011801-3. 14011101-4
	4042402-4	Linear Algebra	r	4	Fundamentals	4800141-4
				17		
2nd Year Semester 1	Level 5					
	605301-2	The Holy Qur'aan III	r	2	Supporting	605201-2
	601201-2	Islamic Culture II	r	2	Supporting	601101-2
	14032205-4	Computer Organization and Architecture	r	4	Fundamentals	14031201-4
	14012301-3	Database I	r	3	Core	14011102-4
	4042301-3	Intro to Statistics & Probability	r	3	Fundamentals	4800141-4
	14022201-3	IT Skills	r	3	Core	14021601-3
				17		

2nd Year Semester 2	Level 6					
	605401-2	The Holy Qur'aan IV	r	2	University	605301-2
	14022401-3	Internet Technologies	r	3	Core	14012301-3
	14012401-3	Data Structures	r	3	Core	14011102-4, 14011802-3
	14032401-4	Numerical Methods for computing	r	4	Fundamentals	4042402-4,14011101-4
	14022202-3	Operating Systems & Networks	r	3	Core	14022201-3
				15		
Year	**Course Code**	**Course Title**	**Required Or Elective**	**Credit Hours**	**Core / Supporting / Fundamentals**	**Pre-req**
3rd Year Semester 1	Level 7					
	601301-3	Islamic Culture III	r	3	University	601201-2
	14013303-3	Software Engineering 1	r	3	Core	14012301-3
	14023901-2	Professional Seminars	r	2	Core	Department's approval
	14023102-4	Operations Research	r	4	Core	4042301-3
	14023203-4	Systems & Networks Administration	r	4	Core	14022202-3
				16		
3rd Year Semester 2	Level 8					
	501101-2	Arabic Language	r	2	University	-
	14013304-3	Software Engineering 2	r	3	Core	14013303-3
	14023701-2	IS Project Management	r	2	Core	14013303-3
	14023301-3	Data Warehousing	r	3	Core	14012301-3
	14023104-3	Decision Support Systems	r	3	Core	4042301-3
	14023204-3	Information Systems Security	r	3	Core	14022202-3, 14021101-3
				16		
3rd Year Summer Semester						
	14023902-2	Summer Training	r	2	Core	14023901-2
				2		

4th Year Semester 1	Level 9					
	601401-2	Islamic Culture IV	r	2	University	601301-3
	14024903-3	Graduation Project 1	r	3	Core	14013303-3
	14024402-3	Human-Computer Interaction	r	3	Core	14022401-3
	14024105-3	Enterprise Resource Planning 1	r	3	Core	14012301-3
	14024103-3	Business Process Modeling	r	3	Core	14023102-4
	14024810-3	IS Elective 1	elv	3	Core	
				17		
4th Year Semester 2	Level 10					
	102101-2	Biography of the Prophet (pbuh)	r	2	University	-
	14014305-2	Computers and Society	r	2	Core	14013303-3
	14024904-3	Graduation Project 2	r	3	Core	14024903-3
	14024820-3	IS Elective 2	elv	3	Core	
	14024830-3	Open Elective	elv	3	Core	
	14024205-3	Quality & Standards	r	3	Core	14023204-3
				16		

Year	Course Code	Course Title	Required Or Elective	Credit Hours	Core / Supporting / Fundamentals	Pre-req
Electives						
	14024206-3	Information Security Standards and Auditing	elv	3	Core	14023204-3
	14024207-3	Ethical Hacking and Penetration Testing	elv	3	Core	14023204-3
	14024106-3	Selected topics in ISE	elv	3	Core	14021101-3, 14012301-3
	14024501-3	Supply Chain and Logistics Fundamentals	elv	3	Core	14023102-4
	14024403-3	Enterprise Systems Development	elv	3	Core	14022401-3
	14024107-3	E-Commerce Systems	elv	3	Core	14022401-3
	14024302-3	Data Mining	elv	3	Core	14012301-3 4042301-3
	14024404-3	Data Integration	elv	3	Core	14022401-3, 14012301-3
	14024303-3	Advanced topics in databases	elv	3	Core	14012301-3
	14024105-3	Enterprise Resource Planning 2	elv	3	Core	14024105-3

Pool of courses for the open elective

In addition to the department's electives, the pool also contains:

Year	Course Code	Course Title	Credit Hours	College or Department	Pre-req
Elective					
	14014306-3	Software Testing	3	College	14013304-3
	14014302-3	Database II	3	College	14012301-3
	14014305-3	Big Data Analytics	3	College	14014302-3

Numbering system:

Numbering: 1402 L D XX-C	L: Level from 1 to 4 D: Scientific Domain XX: order inside scientific domain C: credits

1: IS	1402 1 101-3	Introduction to IS	
	1402 3 102-4	Operations Research	
	1402 4 103-3	Business Process Modeling	
	1402 3 104-3	Decision Support Systems	
	1402 4 105-3	Enterprise Resource Planning 1	
	1402 4 106-3	Selected topics in ISE	
	1402 4 107-3	E-Commerce Systems	
	1402 4 108-3	Enterprise Resource Planning 2	
2: IT	1402 2 201-3	IT Skills	
	1402 2 202-3	Operating Systems & Networks	
	1402 3 203-4	Systems & Networks Administration	
	1402 3 204-3	Information Systems Security	
	1402 4 205-3	Quality & Standards	
	1402 4 206-3	Information Security Standards and Auditing	
	1402 4 207-3	Ethical Hacking and Penetration Testing	
3: Data engineering	1402 3 301-3	Data Warehousing	
	1402 4 302-3	Data Mining	
	1402 4 303-3	Advanced topics in databases	
4: Software Development	1402 2 401-3	Internet Technologies	
	1402 4 402-3	Human-Computer Interaction	
	1402 4 403-3	Enterprise Systems Development	
	1402 4 404-3	Data Integration	
5:Dynamics/Logistics	1402 4 501-3	Supply Chain and Logistics Fundamentals	
6: General	1402 1 601-3	Problem Solving Skills	
7: Management	1402 3 701-2	IS Project Management	
8: Electives Groups	1402 4 810-3	IS Elective 1	
	1402 4 820-3	IS Elective 2	
	1402 4 830-3	Open Elective	
9: Field Work	1402 3 901-2	Professional Seminars	
	1402 4 902-2	Summer Training	
	1402 4 903-3	Graduation Project 1	
	1402 4 904-3	Graduation Project 2	

برنامج نظم المعلومات 1437

السنة التحضيرية:

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 1	4800153-3	مهارات برمجة الحاسب	2	2	3		مساندة
	4800140-4	مقدمة في الرياضيات 1	4		4		مساندة
	4800170-6	اللغة الانجليزية	4	6	6		مساندة
	4800110-4	كيمياء عامة 1	3	3	4		مساندة
	مجموع الساعات المعتمدة		**13**	**11**	**17**		

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 2	4800130-4	فيزياء عامة 1	3	3	4		مساندة
	4800141-4	مقدمة في الرياضيات 2	4		4	4800140-4	مساندة
	4800171-4	اللغة الإنجليزية التقنية	4	6	4	4800170-6	مساندة
	4800104-3	مهارات التعلم	3		3		مساندة
	مجموع الساعات المعتمدة		**14**	**9**	**15**		

السنة الأولى:

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 3	605101-2	القرآن الكريم 1	2		2		مساندة
	601101-2	الثقافة الإسلامية 1	2		2		مساندة
	14011101-4	برمجة الحاسب الآلي	3	3	4	4800153-3	تخصصيّة
	14011801-3	هياكل متقطعة 1	2	2	3	4800141-4	تخصصيّة
	14021601-3	مهارات حل المسائل	2	2	3		تأسيسية
	14021101-3	مقدمة في نظم المعلومات	3		3		تخصصيّة
	مجموع الساعات المعتمدة		**14**	**7**	**17**		

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 4	605201-2	القرآن الكريم 2	2		2	605101-2	مساندة
	14031201-4	تصميم منطقي رقمي	3	3	4	4800153-3	تأسيسية
	14011102-4	برمجة كائنية التوجه	3	3	4	14011801-3, 14011101-4	تخصصيّة
	14011802-3	هياكل متقطعة 2	2	2	3	14011801-3, 14011101-4	تخصصيّة
	4042402-4	جبر خطي	4		4	4800141-4	تأسيسية
	مجموع الساعات المعتمدة		**14**	**8**	**17**		

السنة الثانية:

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 5	605301-2	القرآن الكريم 3	2		2	605201-2	مساندة
	601201-2	الثقافة الإسلامية 2	2		2	601101-2	مساندة
	14032205-4	تنظيم وعمارة الحاسب	3	3	4	14031201-4	تأسيسية
	14012301-3	قواعد البيانات 1	2	2	3	14011102-4	تخصصيّة
	4042301-3	مقدمة في الإحصاء والاحتمالات	3		3	4800141-4	تأسيسية
	14022201-3	مهارات تقنية المعلومات	2	2	3	14021601-3	تخصصيّة
	مجموع الساعات المعتمدة		**14**	**7**	**17**		

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 6	605401-2	القرآن الكريم 4	2		2	605301-2	مساندة
	14022401-3	تقنيات الانترنت	2	2	3	14012301-3	تخصصيّة
	14012401-3	هياكل البيانات	2	2	3	14011102-4, 14011802-3	تخصصيّة
	14032401-4	طرق حسابية للحوسبة	3	1	4	14011101-4 4042402-4	تأسيسية
	14022202-3	نظم التشغيل والشبكات	2	2	3	14022201-3	تخصصيّة
	مجموع الساعات المعتمدة		**11**	**7**	**15**		

السنة الثالثة:

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 7	601301-3	الثقافة الإسلامية 3	3		3	601201-2	مساندة
	14013303-3	هندسة البرمجيات 1	2	2	3	14012301-3	تخصصيّة
	14023901-2	حلقات دراسيّة مهنية	2		2	موافقة القسم	تخصصيّة
	14023102-4	بحوث عمليات	4		4	4042301-3	تخصصيّة
	14023202-4	إدارة نظم وشبكات	2	4	4	14022201-3	تخصصيّة
	مجموع الساعات المعتمدة		**13**	**6**	**16**		

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 8	501101-2	اللغة العربية	2		2		مساندة
	14013304-3	هندسة البرمجيات 2	2	2	3	14013303-3	تخصصيّة
	14023701-2	إدارة مشاريع نظم المعلومات	2		2	14013303-3	تخصصيّة
	14023301-3	مستودعات البيانات	3		3	14012301-3	تخصصيّة
	14023104-3	نظم دعم القرار	3		3	4042301-3	تخصصيّة
	14023204-3	أمن نظم المعلومات	3		3	14022202-3, 14021101-3	تخصصيّة
	مجموع الساعات المعتمدة		**15**	**2**	**16**		
	صيفي						
	14023902-2	تدريب صيفي	2		2	14023901-2	تخصصيّة
	مجموع الساعات المعتمدة		**2**		**2**		

السنة الرابعة:

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 9	601401-2	الثقافة الإسلامية 4	2		2	601301-3	مساندة
	14024903-3	مشروع تخرج 1	3		3	14013303-3	تخصصيّة
	14024402-3	تفاعل الإنسان مع الحاسوب	2	2	3	14022401-3	تخصصيّة
	14024105-3	تخطيط موارد المؤسسات1	2	2	3	14012301-3	تخصصيّة
	14024103-3	تصميم عمليات الأعمال	3		3	14023102-4	تخصصيّة
	14024810-3	مقرر اختياري 1	3		3		تخصصيّة
	مجموع الساعات المعتمدة		**15**	**4**	**17**		

	رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
المستوى 10	102101-2	السيرة النبوية	2		2		مساندة
	14014305-2	الحاسب والمجتمع	2		2	14013303-3	تخصصيّة
	14024904-3	مشروع تخرج 2	3		3	14013304-3 14024903-3	تخصصيّة
	14024820-3	مقرر اختياري 2	3		3		تخصصيّة
	14024830-3	مقرر اختياري مفتوح	3		3		تخصصيّة
	14024205-3	الجودة والمعايير	3		3	14023204-3	تخصصيّة
	مجموع الساعات المعتمدة		**16**		**16**		

المقررات الاختيارية:

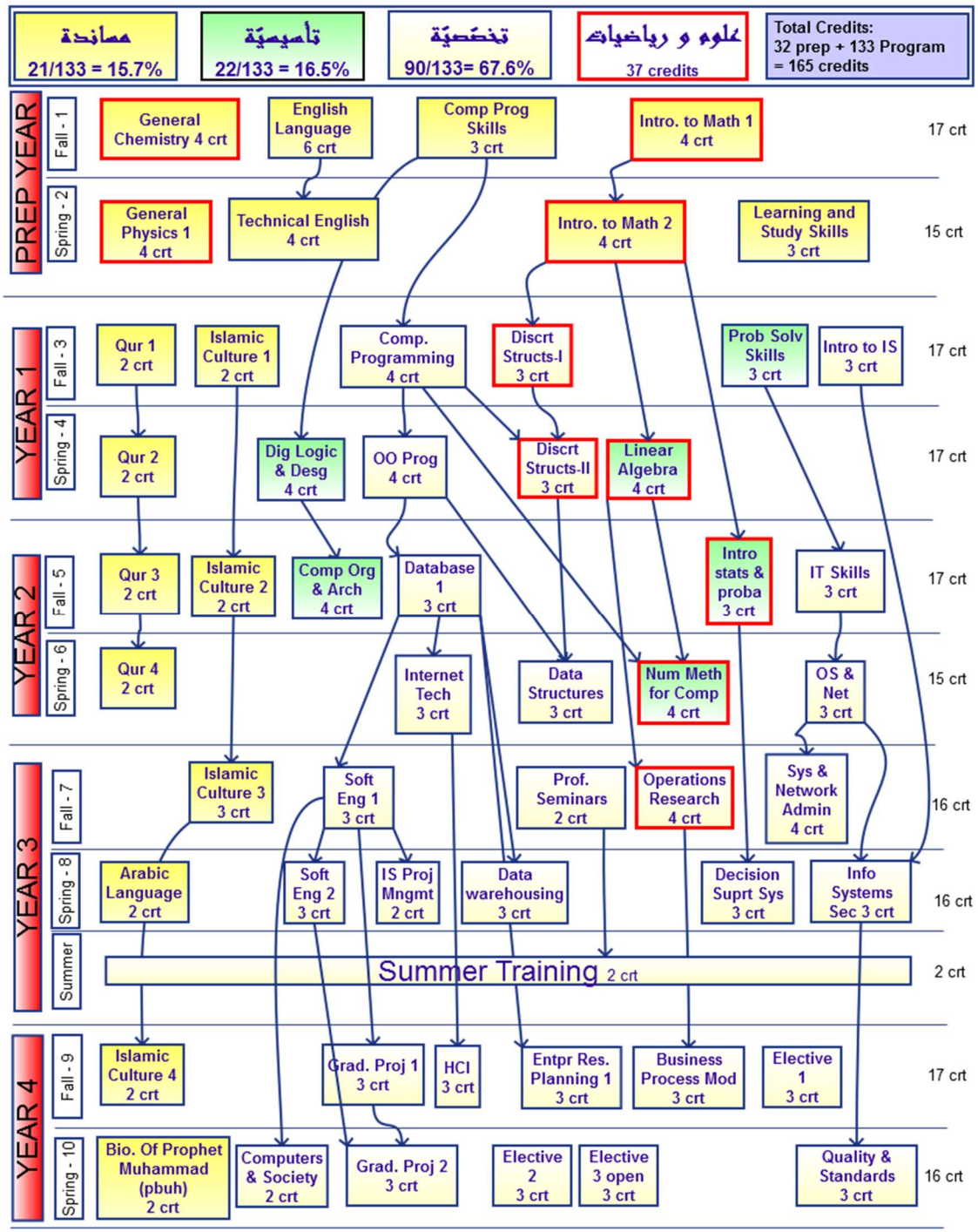
رقم المقرر	اسم المقرر	وحدات نظري	وحدات عملي	وحدات معتمدة	متطلب سابق	متطلب
14024206-3	معايير أمن المعلومات وتدقيقها	3		3	14023204-3	تخصصيّة
14024207-3	القرصنة الأخلاقية واختبارات الاختراق	2	2	3	14023204-3	تخصصيّة
14024106-3	مواضيع مختارة في هندسة نظم المعلومات	3		3	14021101-3, 14012301-3	تخصصيّة
14024501-3	اساسيات سلسلة التوريد والخدمات اللوجستية	3		3	14023102-4	تخصصيّة
14024403-3	تطوير نظم المؤسسات	2	2	3	14023401-3	تخصصيّة
14024107-3	نظم التجارة الالكترونية	2	2	3	14023401-3	تخصصيّة
14024302-3	التنقيب في البيانات	3		3	14012301-3 4042301-3	تخصصيّة
14024404-3	دمج البيانات	2	2	3	14023401-3, 14012301-3	تخصصيّة
14024303-3	مواضيع متقدمة في قواعد البيانات	3		3	14012301-3	تخصصيّة
14024108-3	تخطيط موارد المؤسسات2	2	2	3	14024105-3	تخصصيّة

المقرر الإختياري المفتوح:

إضافة الى إمكانية اختيار أحد مقررات القسم الإختياريّة بهذا المقرر فيمكن للطّالب أن يختار أحد المقررات التّالية أيضا:

رقم المقرر	اسم المقرر	وحدات معتمدة	متطلب سابق	متطلب
14014306-3	اختبار البرمجيات	3	14013304-3	تخصصيّة
14014302-3	قواعد بيانات 2	3	14012301-3	تخصصيّة
14014305-3	تحليل البيانات الضخمة	3	14014302-3	تخصصيّة

Note: Statistics are counted out of **133** as NCAAA do not count the preparatory year as part of the program.



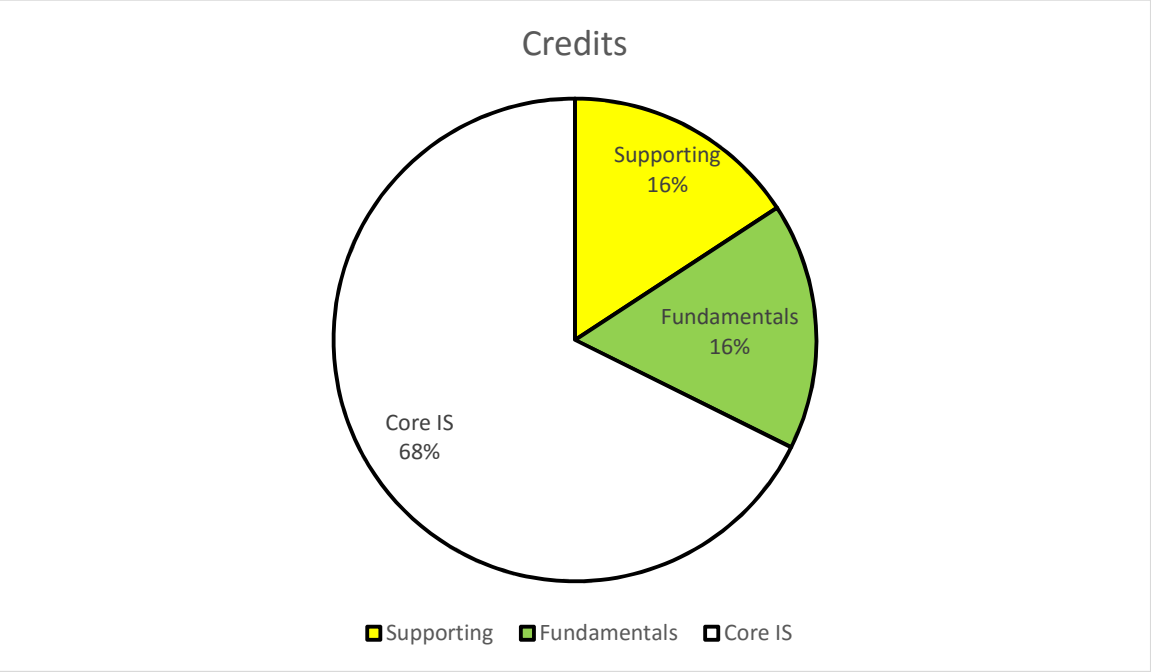
Statistics:

-Yellow: Supporting Courses (University requirements مساندة).: 10 courses / 21 credits

- Green: Fundamentals (تأسيسية): 6 courses / 25 credits

- White: Core Information Systems specific courses (تخصصية) : 30 courses / 90 credits

- Red Bordered boxes: Science courses (a minimum of 30 credit hours is required by ABET and NCAAA accreditation) : 10 courses / 37 credits (29 maths + 8 science)



1. Statistics of credit hours without preparatory

2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification
a. Brief description of field experience activity **Every student is required to do one summer training during summer after level 8 (after finishing the third year after preparatory year).** **This training experience is intended to complement the student's academic plan of study and help prepare him for his future role as a professional engineer. The training period is 45 days. Students are required to submit a report showing their summer training experience and the knowledge gained. The summer training office in the college carries out the assessment based on training report, employer evaluation and evaluation done by the on-field supervisor**
b. At what stage or stages in the program does the field experience occur? (eg. year, semester) **At the end of year three (after finishing level 8).**
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) **Full Time.**
d. Number of credit hours (if any) **2 credits.**

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description **The capstone project is divided in two courses: Graduation project 1, which is a real-life like experience where students team up to solve a real-world information systems problem by applying agile software engineering approaches. The output of this course is a prototype with a partial implementation that shows the feasibility and the benefits of their future complete solution.** **Graduation project 2, where the output of the graduation project 1 is completed to obtain a ready to deploy solution.**

b. List the major intended learning outcomes of the project or research task. - **Technical expertise with a chosen family of technologies.** - **Master difficulties and benefits of teamwork.** - **Apply professional communication techniques**.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester) **Final year:** **<u>The first semester</u>, students take graduation project 1 which is about writing a project proposal then doing the analysis and initial design phases (this may depend on the nature of the system to be developed)** **<u>In, the second semester</u>, students continue by the detailed design and the implementation of the system.**
d. Number of credit hours (if any) **3 + 3 (Graduation project 1 & 2)**
e. Description of academic advising and support mechanisms for students. **Each group has an assigned professor as advisor for the project.**
f. Description of assessment procedures (including mechanism for verification of standards) **Written report and a verbal presentation plus a continuous assessment procedure are used to assess both graduation projects 1 and 2.** **A specific committee monitors all the procedures supporting projects. This committee sets up regulations related to the implementation of the project like:** - **Max number of students per group (2 when number of faculty allows it).** - **Presentation schedules.** - **Deliverables and deadlines.** - **Assessment forms to be filled after the project presentations for each of the report and the presentation for each student separately.**

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The ***National Qualification Framework*** provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.	Teaching using boards, PowerPoint slides, Lab sessions, selected home works, and projects relevant to content of the acquired knowledge	A combination of quizzes, exams, assignments, projects, etc.
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information system.		
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.		
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.		
2.0	**Cognitive Skills**		
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.	Teaching using boards, PowerPoint slides, etc. Questions in assessments are designed such that they address specific outcomes relevant to attainment of expected cognitive skills	Various types of assessments such as quizzes, exams, assignments, projects, etc.
2.2	Design and implement an information system to meet desired needs.		
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.		
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.	Team projects especially graduation projects and tasks involving team work. Computers and Society course.	Evaluation of team work in course projects, graduation project. Evaluation of ethics in computers and society course. Evaluation of the need for continuous professional
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.		
3.3	Engage in lifelong learning for continued professional excellence.		

			development in senior courses and graduation project.
4.0	**Communication, Information Technology, Numerical**		
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.	Communication skills are usually enhanced by giving projects that involve oral presentations as well as submission of reports. Most courses enable students to work closely with IT and communications technology in gathering, interpreting and communicating information and ideas. Courses such as Numerical Analysis, Liner Algebra, and Probability & Statistics help the students develop requisite numerical skills	Various quizzes, home works and exams help in evaluating students' communication skills. In addition, graduation project, presentation, and technical report writing help in assessing communication skills.
4.2	Use the basic office and communication tools.		
4.3	Use the basic software engineering and project management tools.		
5.0	**Psychomotor : N/A**		

NQF Learning Outcome Verb, Assessment, and Teaching Strategies and Suggestions

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

Program Learning Outcome Mapping Matrix

a. Preparatory YEAR

	Course Offerings Preparatory YEAR NQF Learning Domains and Learning Outcomes	4800153-3	4800140-4	4800170-6	4800110-4	4800130-4	4800141-4	4800104-3	4800171-4
1.0	**Knowledge**								
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.	I	I		I	I	I		
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information systems.	I	I				I		
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.	I							
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.								
2.0	**Cognitive Skills**								
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.		I				I		
2.2	Design and implement an information system to meet desired needs.								
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.								
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.								
3.0	**Interpersonal Skills & Responsibility**								
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.			I				I	I
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.							I	
3.3	Engage in lifelong learning for continued professional excellence.			I				I	I
4.0	**Communication, Information Technology, Numerical**								
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.			I				I	I
4.2	Use the basic office and communication tools.			I				I	I
4.3	Use the basic software engineering and project management tools.								
5.0	**Psychomotor N/A**								

a. First YEAR

	Course Offerings NQF Learning Domains and Learning Outcomes	605101-2	601101-2	1401101-3	1401801-3	1402101-3	1402601-3	605201-2	1403201-4	1401102-4	1401802-3	4042402-4
1.0	**Knowledge**											
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.			P	P	I	P		P	A	P	A
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information system.			P	P	I	P		P	P	P	
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.			P	I	I	I		P	P	P	
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.			I		I				P		
2.0	**Cognitive Skills**											
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.			I	I	I	P		P	I	P	I
2.2	Design and implement an information system to meet desired needs.			I	I		I		P	I	P	I
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.			I	I		I		P	I	P	I
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.			I	I	I	I		P	I		I
3.0	**Interpersonal Skills & Responsibility**											
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.	I	I					I				I
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.	I	P			I		P				
3.3	Engage in lifelong learning for continued professional excellence.											
4.0	**Communication, Information Technology, Numerical**											
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.		I	I	I	I				I	I	I
4.2	Use the basic office and communication tools.			I		I				I		
4.3	Use the basic software engineering and project management tools.					I	I			P		
5.0	**Psychomotor N/A**											

a. Second YEAR

	Course Offerings NQF Learning Domains and Learning Outcomes	605301-2	601201-2	14032205-1	14012301-3	4042301-3	14022201-3	605401-2	14012401-3	14032401-4	14022401-3	14022202-3
1.0	**Knowledge**											
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.			P	A	P	P		P	A	P	
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information system.			P	A	P	P		P	A	P	I
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.			P	P				P		P	P
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.			P	P				I			P
2.0	**Cognitive Skills**											
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.			P	P	P	P		P	A	P	I
2.2	Design and implement an information system to meet desired needs.			I	P	P			P	P	P	P
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.			I	P	P	P		P	P	P	P
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.			P		P			P	A		
3.0	**Interpersonal Skills & Responsibility**											
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.	I	I	P		I	I	I		P		P
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.	P	P	P		P	I	P				P
3.3	Engage in lifelong learning for continued professional excellence.			P			I					
4.0	**Communication, Information Technology, Numerical**											
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.		I									P
4.2	Use the basic office and communication tools.					I						
4.3	Use the basic software engineering and project management tools.				P	P	P			A	A	P
5.0	**Psychomotor N/A**											

a. Third YEAR

	Course Offerings NQF Learning Domains and Learning Outcomes	601301-2	14013303-3	14023901-2	14023102-4	14023203-4	501101-2	14023701-2	14023301-3	14013304-3	14023104-3	14023204-3	14023902-2
1.0	**Knowledge**												
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.				A			A	P			P	
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information system.		A	A	A	A		A	A	A	A	P	A
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.		A	A	A	A		A	A	A	A		A
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.		P	A		A		A		P	P		A
2.0	**Cognitive Skills**												
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.		A	A	A	P			A	A	A	P	P
2.2	Design and implement an information system to meet desired needs.				A	P			A	A	A	P	P
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.		A		A	P		A	A	A	A		P
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.			A	A	P		A	A		A		A
3.0	**Interpersonal Skills & Responsibility**												
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.	I	P				P	A	P			P	A
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.	P					P	A					A
3.3	Engage in lifelong learning for continued professional excellence.			A			P						
4.0	**Communication, Information Technology, Numerical**												
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.	I	P	P		P	A			A		P	A
4.2	Use the basic office and communication tools.					P							A
4.3	Use the basic software engineering and project management tools.		P			P		A		P	A	A	
5.0	**Psychomotor N/A**												

a. Fourth YEAR

	Course Offerings NQF Learning Domains and Learning Outcomes	601401-2	1402903-3	1402402-3	1402105-3	1402103-3	102101-2	1401305-2	1402904-3	1402205-3
1.0	**Knowledge**									
1.1	Demonstrate knowledge of computing and mathematics appropriate to information systems.			A		P				
1.2	Understand and use current techniques, skills and tools appropriate to the engineering of the different components of information system.			A	A	P				A
1.3	Understand engineering methods and processes used in the analysis, design, development, operation and evaluation of information systems.			A	A	P		I		A
1.4	Understand the processes that support the delivery and management of information systems within a specific environment.			P	A			I		A
2.0	**Cognitive Skills**									
2.1	Analyse a problem, identify, define and document the computing requirements appropriate to achieve desired information systems.		A	A	A	A			A	P
2.2	Design and implement an information system to meet desired needs.		A	A	A	P		P	A	P
2.3	Apply engineering methods to the analysis, design, development and operation of high quality software and infrastructure components of information systems.		A	A	A	A		P	A	A
2.4	Evaluate and compare alternative design solutions to a given problem with respect to software quality attributes along with cost, time and other real situations constraints.		A	A	A	P		P	A	A
3.0	**Interpersonal Skills & Responsibility**									
3.1	Function as an effective member inside heterogeneous teams to accomplish a common goal.	I	A	A			I	P	A	A
3.2	Demonstrate professionalism, integrity, ethical conduct and professional accountability.	P		P	A		P	P		A
3.3	Engage in lifelong learning for continued professional excellence.		A					I	A	
4.0	**Communication, Information Technology, Numerical**									
4.1	Communicate proficiently in professional environments with a variety of audiences both orally and in writing.	I	A	A		A		P	A	A
4.2	Use the basic office and communication tools.		A	A		A		P	A	A
4.3	Use the basic software engineering and project management tools.		A	A	A	A			A	
5.0	**Psychomotor N/A**									

5. Admission Requirements for the program

1. **GPA of 2.0 at the end of the preparatory year.**
2. **The student should be of good behaviour**

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance.

Rules number 5, 6 and 7 from the internal university studies and exams regulations apply.

b. Progression from year to year.

Progression from year to year is subject to rules number 3.6, 7 8 and 9 from the university's internal regulations for studies and exams.

c. Program completion or graduation requirements.

Graduation is subject to rules 9.1 and 9.5 from the university's internal regulations for studies and exams.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- **Apply pear review on random exam papers with local comparable computing colleges.**
- **Student surveys**
- **Graduates evaluation**
- **Internal random review of exam papers and corrections/grading.**

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- **Each student is assigned an academic advisor.**
- **Faculty are instructed to display schedules on office doors with at least 6 office hours weekly free for advising**
- **The department website has to contain rich information about career in the IS field in KSA.**

2. Student Appeals

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals. **A specific committee for students appeal has to be set up in order to ensure fair treatment is given by professors.**

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources? • **Request each faculty member to provide a list of resources and references that ensure the benefit of the program** • **Coordinate with the concerned entities inside the university to provide the lists aforementioned which will be stored in the college and department library in order to make it available for the students** 1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms. • **Request each faculty member to make a survey in order to provide an updated list of solid an new resources and references that ensure the benefit of the program** • **Coordinate with the concerned entities inside the university to provide the lists aforementioned which will be stored in the college and department library in order to make it available for the students**
2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions? • **The provided lists are studied by a department committee** • **A periodic re-evaluation of the resources and references is performed by this committee**
3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions? • **Through a survey collecting the students opinions on the adequacy of the proposed textbooks, references and resources provision**
4. What processes are followed for textbook acquisition and approval? • **A committee re-evaluate periodically the list of textbooks in to be approved** • **A coordination with concerned entities inside university to acquire and provide the textbooks**

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

The faculty resources committee will establish a hiring process to hire :

- **PhD holders from recognized universities**
- **Priority to faculty have been involved in implementation project in IS, in certain case an industry based experience if preferable**
- **Lecturers having at least 5 years of experience in industry for lab setting and operating**
- **Teachers assistants are selected by a dedicated committee in the department**
- **All the recruitment are made according to the regulations issued from the ministry of education**

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- **Organization of periodic meetings, seminars and workshops in order to continually monitor and review the program**
- **Collection of feedback from faculty staff and from others faculties about the program execution**
- **Each 5 years, a complete and comprehensive assessment of the program is performed**

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

None

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- **Collaborate with deanship of academic development in order to organize of periodic training for facility members to improve their teaching skills**
- **Organization of trainings in using new teaching techniques and strategies**

b. Other professional development including knowledge of research and developments in their field of

teaching specialty? • **Organization of scientific conferences and seminars in order to be aware of the latest scientific results in the specialization field** • **Encouragement of faculty member to participate and publish their research work in such conferences**

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

New teaching staff are informed about the curriculum and its contents. They are informed about the quality measures that they need to apply such as respecting the course specification (syllaby) of any course they are appointed to teach as well as using the designated textbook. They are invited to communicate criticism to these specifications and officially request any changes to be discussed by the curriculum committee.

They are informed about their responsibility regarding all the course management process including directing lecturers to lab sessions contents and lab assessment methods and following up with them to ensure las sessions are keeping in pace with the theoretical sessions.

They are also informed about the e-learning platform that is available and the necessity to publish course materials online so that students can have them in advance.

They are informed about the necessity to display their schedules on their office doors and specify 6 weekly office hours where they need to be available to students for any academic or non-academic issues that students may face.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

No part-time teaching staff are currently considered.

Visiting professors are selected with outstanding profiles in order to accomplish specific mission in the department (designing a new curriculum, reviewing the curriculum, prepare for accreditation, etc.)

The department's approval is required in addition to the college council approval. No more than two visiting professors (in normal situations only one) are appointed at a time.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies) **the quality unit coordinate with department for a periodic auditing of the strategies via the following specific surveys designed for this purpose:** • **surveys distributed to faculty members which are executing the program** • **surveys distributed to faculty members from other colleges inside the university** • **surveys distributed to the current students** • **surveys distributed to the alumni students** **after that a workshop is organized to discuss the strategies and their improvements based on the analysis of the collected surveys**
b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies? • **Surveys collecting the different applied strategies and its evaluation by faculty members** • **Surveys distributed to students to collect their opinions on the use of that strategies by faculty members**

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
(i) From current students and graduates of the program? • **Design of dedicated surveys for current and alumni students**
(ii) From independent advisors and/or evaluator(s)?. • **Assessment and evaluation of the program by reviewers and consultant from faculty members of others colleges**
(iii) From employers and/or other stakeholders. • **Design and distribution of dedicated surveys to the institutions which hired our students in order to collect their opinions on the overall program and use their feedback in the improvement process**

Complete the following two tables.

1. **Program KPI and Assessment Table**
2. **Program Action Plan Table**

Program KPI and Assessment Table

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Results of previous assessment and surveys						
2	Satisfaction of current and alumni student on the program						
3	Satisfaction of the hiring entities beneficing form the program						
4	Number of admission demands to the program						
5							
6							
Analysis of KPIs and Benchmarks: (list strengths and recommendations)							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).
Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.
Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.
Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).
External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).
KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

Program Action Plan Table

Directions: Based on your "*Analysis of KPIs and Benchmarks*" provided in the above Program KPI and Assessment Table, list the recommendations identified below.

No.	Recommendations	Action Points	Assessment Criteria	Responsible Person	Start Date	Completion Date
1						
2						
3						
4						
5						
6						
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).						

Attachments:

1. **Copies of regulations and other documents referred to in template preceded by a table of contents.**

2. **Course specifications for all courses including field experience specification if applicable.**

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of Board of Trustees Main Campus				
Vice Rector				