

Procedural Guide  
Of  
Preparing and Developing  
Academic Programs  
At  
Umm Al Qura University

Chapter One  
Basic Concepts and Principles

## Academic Terminology

- Academic year:

The university year consists of two mandatory semesters and one optional summer semester for students who wish to finish the program in less time than the recommended duration of program completion.

- Semester:

A period of no less than 15 weeks, excluding registration and final examination weeks, during which courses are taught.

- Summer semester:

A period of no more than eight weeks, excluding registration and final examination weeks, duration which credit hours are doubled.

- Official program duration:

It is the period allotted for completing the course requirements for an academic program.

- Academic program:

An academic major that narrows the scope of studies for students to a specified number of courses and activities which upon completion, the students are awarded an academic degree in that particular discipline.

- Academic Program Report:

An annual report on the process of program execution prepared by an authorised official. This report is considered a tool in the continuous improvement of the program.

- Academic Plan:

A set of complementary courses and activities the sum of which make the requirements of graduation that students have to successfully pass in order to get an academic degree in a specific major.

- Academic level:

The level of education required for graduation is eight years or more, depending on

- Study Course:

It is material for study that is on a specific level of an accredited academic plan in a particular year or semester. Each course has its own number, code, name, and description of its content and syllabus that sets it apart from other courses. All these course-specific documents are kept in an annual or semi-annual portfolio for review, evaluation and development purposes. Some courses may have pre-requisite and/or co-requisite courses.

- Mandatory/compulsory courses:

These are courses that all students registered in a particular program must take.

- Preparatory courses:

Basic scientific courses taken by students to measure their aptitude and prepare them for the Bachelor's degree.

- Elective Courses:

Courses that students can choose from within their program or college.

- Supporting courses:

These are courses that all students must study from outside their college, including preparatory courses.

- Basic Courses:

Mandatory and elective courses required from all students in a particular college .

- Specialized courses:

The departmental courses all students in a particular program must study including mandatory and elective ones.

- Elective supporting courses:

These are courses students choose to take from within or without their college or university that requires the approval of their academic advisor.

- Requisite Courses:

Requisite courses are an important element in building an academic plan. There are two types:

- PRE-requisite course:

It is a course that must precede another which is dependant on the previous one. Students must pass the pre-requisite course in order to understand the next one e. g. Math 1 is a pre-requisite course for Math 2.

- CO- requisite course:

It contains topics that are essential to understanding another course taken simultaneously without having to take it in a separate semester. The material in the corequisite course must be in an order that serves the other course's progress. This type of courses are not widely used in universities.

- Regulatory requirements:

This is more about a regulation than an actual course. It aims to regulate which students take which course from which level. For example, a first level student must not take courses offered in the sixth level without finishing the courses in between. These requisite procedures include department or advisor's approval or passing a certain level.

• Credit hour:

It is the 50-minute period of instruction or 100-minute of practical lesson or field study.

• The system for numbering and coding academic courses:

Each course in an academic plan is given a number that consists of two parts:

- 1) A four digit slot that stands for the course code
- 2) A seven digit slot that stands for the course number

The table below shows how a course is assigned a number:

An example of the old course coding format:

Course title	College code		Department code		Course level	Course academic focus	Serial number within the discipline	-	Credit hours	
Statics A course offered by	Zero omitted	8	0	3	2	2	1	-	3	Zero is not mandatory

civil engineering department										for courses with less than 10 credit hours
<i>Computer Coordination</i> a course offered by the Computer Science department	1	4	0	3	3	7	2	-	4	

An Example of currently used coding format:

Course title	College code		Department code		Course level	Course academic focus	Serial number within the discipline		-	Credit hours	
<i>Statics</i> A course offered by civil engineering department	Zero omitted	8	0	3	2	2	0	1	-	3	Zero is not mandatory for courses with less than 10 credit hours
<i>Computer Coordination</i> A course offered by the Computer Science department	1	4	0	3	4	3	8	7	-	*1	0

\*this is a 10-credit hour course

- Program description:

A document that clearly describes how a particular academic program will fulfil the requirements stated in 1)the criteria of quality and accreditation for higher educational programs and 2) the national frame of reference . This document also will include general descriptive information, external influential factors, learning outcomes, teaching and assessment methods. In this description, the program is thought of as a complete set of learning experiences that are presented through each course within the program.

- Program endorsement:

Am official approval given after specific procedures.

- Program's main track:

It is usually in the second half of the academic program when a collection of courses are taken which lead to receiving a recognized specialization.

- Program's message:

A short and precise message that stems from the institutional message and states the goals of the programs. It answers questions like:

- Why does the program exist?
- What is its chief function?
- Whom does the program serve/benefit?
- How does the program work?

- Program's objectives:

A list of workable learning outcomes and the contributions made by students in the years following their graduation. These objectives is closely related to the institution's general objectives, values and strategic plans.

- Program properties:

- An academic degree that requires 120-180 credit hours



- It takes 4-5 academic years full time or their equivalent.
- The number of credit hours varies according to majors and area of specialization.
- Finishing 120 credit hours of on-campus coursework is the minimum for earning a bachelor's degree.
- In case of majors that require more than 120 hours, the extra credit hours are counted and added to the basic 120 credit hours as proof of extra learning experience.
- Graduate Students expected accomplishments:

Students who receive a bachelor's degree must meet the following criteria:

- Comprehensive knowledge of the chosen area of study including theories and basic principles.
- Advanced problem-solving and creative skills that derive ideas from their chosen field of study with minimum guidance.
- The ability to choose and use suitable mathematical and statistical methods to analyse and solve complex cases, in addition to the ability to use the right mechanism for delivering the results to recipients.
- The ability to lead and the willingness to fully cooperate with other in projects and joint initiatives.
- In case of professional (vocational) majors, well rounded comprehensive knowledge and skills for actively practicing in their field of study.
- The acquisition of vast and deep knowledge of the ethics of research in the chosen field, and the ability to analyse, interpret and evaluate the importance of research in the chosen discipline of study in case of academic or theoretical majors.

- Learning outcomes:

Knowledge, values, attitudes and skills that result from participating in a specific course or program. The national Center for Academic Accreditation and Assessment has set a variety of learning outcomes in different educational fields.

- Teaching strategies used by teachers to improve students learning experience:

Teaching strategies are planned and successive procedures to develop the cognitive, psychological (emotional) and practical learning experiences of

students. These strategies may include for example serial questions, illustration and mimicking etc. Teaching strategies are not to be confused with teaching methods since the latter is only concerned with the method of delivering or presenting such as lecturing and training.

- The national guide for qualifications:

It is a document that describes generally the conditions of improving the levels of knowledge and skills required for higher qualifications. It has three main elements: Levels, credit hours and majors of studies.

- Levels:

Levels mean the description of increasing educational demands and the complexity of learning expected from students as they advance in academic degrees. The national Center for Accreditation and Assessment divides levels as follows:

Admission: secondary school completion

Level one: intermediate academic diploma

Level two: diploma

Level three: Bachelor's degree

Level four: high diploma

Level five: Master's degree

Level six: Doctorate's degree

- Credit Hours:

Credit hours are points counted as an estimate of the effort or a quantitative measure of the expected learning, which are both needed to earn an academic degree or a particular course in an academic program.

- Intermediate diploma: no less than 30 credit hours
- A diploma: 60 hours or 2 full academic years.
- Bachelor's degree: no less than 120 credit hours.
- Higher diploma: 24 credit hours of additional studies to the Bachelor's 120
- Master's degree: 24-39 credit hours after the Bachelor's degree
- Doctorate's degree: 12 -30 credit hours after the master's degree depending on the length of the dissertation or the size of the main project.

- Areas/Fields of learning:

These are various types of learning that academic programs aim to improve. There are 4 main areas in addition to the psycho-motor skills which are limited to only few specific majors:

- knowledge:  
It is the mental faculty that is responsible for comprehending, recalling and presenting information, facts, principles, theories .. etc.
  - Cognitive skills:  
It is the ability to apply cognition and awareness on concepts, principles and theories. It also includes using critical and creative thinking to solve problems and make correct inferences and deductions.
  - Interpersonal skills  
It is 1) the ability to take responsibility for learning, personal and professional improvement, 2) to lead, manage and work in groups, 3) to act responsibly in personal and professional relationships, and 4) act ethically as per recommended social and professional values.
  - Communication and technology  
1) effectively communicate through speech and writing, 2) use communication and information technology and 3) make use of basic mathematical and statistical methods.
  - Psychomotor skills  
A group of performative skills that demand effort, organization, time and coordination between the body and the mind in order to be learned and absorbed. These skills are considered of high importance in certain fields of study. Due to the significance of these skills, the national frame of reference has elaborated description of the levels of mastery of such skills.
- Performance Indicators:  
Specified tools used by the institution or agency to prove the quality of performance. These should be specific and in close relation to their associated goals and objectives. Examples of these tools are students' evaluation, surveys and questionnaires. Other indirect indicators of

quality are faculty members qualifications, research results and students' feedback.

- **Key Performance Index (KPI)**

A selection of performance indicators of special significance used in evaluating performance. The institution can make a short list of its preferred main indicators for evaluation purposes. It also needs evidence for these indicators from its departments in addition to other performance indicators that each section or department chooses for its own use. For example, the quality committee can make a list of indicators that reflect national concerns and general goals that suit most institutions.

- **Reference Comparative Points**

Points of reference and comparison used to specify objectives and goals as well as evaluate performance such as the rate of graduate students in business management studies. These points can also be externally determined criteria set by another institution, so one institution can use another's performance as a point of reference for comparison and evaluation.

- **Evaluation Panel (committee)**

External evaluators of expertise assess and present reports about a specific program or institution (or part of an institution) in a specific area liaising with a committee or an administration in higher education institutions. It is important to note that these evaluators are counterparts who have knowledge about the nature, goals and challenges of the evaluated institution. These judges must be trained and committed to helping the institutions develop and improve. They should also be sensitive to the mission, objectives and programs of the evaluated institution. The latter, in turn, has to show understanding of the role of those evaluators in order to avoid conflicts, real or imagined.

- **Academic accreditation**

Official certification granted by an recognized and accredited organization to testify that a certain academic program or institution fulfils the a set of criteria.

- **Program accreditation**

Granting a certain academic program certification to show that it meets the quality criteria of academic programs in a particular field of study. The criteria that an accredited program should meet must take into consideration the nature of teaching and learning, the level and complexity of learning, and the amount of learning required to earn the degree. These criteria have been set by the national frame of reference (the National Center for Accreditation and Assessment). Regardless of the kind of institution that offers the program, these criteria must be implemented and fulfilled.

The Four Requirements of Program Accreditation:

- 1- The title of the program must meet the national standard conditions.
- 2- The credit hours of the program must meet the number of the required credit hours mentioned in the national frame of reference for qualifications. A full time student must register 15-18 credit hours per semester.
- 3- Each program objective must have a parallel learning outcome. Both program objectives and learning outcomes must be distributed equally over the courses of the academic program. Course specification and description must include teaching methods, planned coursework and assessment and evaluation methods.
- 4- The level of the program's achievements must reach the standards of "the characteristics of graduate students" and "the learning outcomes" that were determined before the program starts.

# Chapter Two

## Responsibilities and Capacities

- The Committees of Curricula and Academic plans at Umm Alqura University:

There are three divisions for the committees responsible for curricula and academic plans:

- The Higher Standing Committee for Curricula and Academic plans which functions as a consultation board for the university Council.
- College committee for curricula and academic plans which serves as a consultation board for the college council.
- Departmental committee for curricula and academic plans which serves as a consultation team for the department council.

The Higher Standing Committee for curricula and academic plans is formed upon an administrative decision from the University rector that specifies the job description of the named committee, its members, and the duration of validity of the decision. College and department teams for curricula and plans are formed following a decision from the college and the department councils.

- Topics of concern to the Higher Standing Committee for Curricula and Academic Plans:

Any of the following cases that requires the existence, initiation, updating or modifying academic plan:

- 1- Initiating a new college
- 2- Initiating a new department
- 3- Modifying the name of a college
- 4- Modifying the name of a department

- 5- Initiating a new academic plan
- 6- Updating an existing academic plan
- 7- Calculating credit hours of courses
- 8- Adding an elective course to an existing plan
- 9- Changing or eliminating requisite courses
- 10- Equalizing courses
- 11- Modifying the name of a study major on a graduation certificate

The Committee either express their opinion, make a decision or refer the matter of concern to the university council as per their capacities.

- The Capacities of the University Council:

As far as academic plans and curricula are concerned, the university council has power in the following cases:

- Initiating a new college
- Initiating a new department
- Modifying the name of a college
- Modifying the name of a department
- Initiating a new academic plan
- Updating an existing academic plan
- Calculating credit hours of courses

- The Official Supporting Document:

The laws and regulation of the Higher Education Council, articles 5,6,7,8, 15 item 4, and 20 items 2 and 8. The first four of the topics listed above require the approval of the Higher Education Council or its executive deputy as per the university council's recommendation.

- The capacities of the higher standing committee for curricula and academic plans:

The above named committee has the power in the following cases:

- Adding an elective course to an existing plan
- Changing or removing requisite courses
- Equalization of courses
- Modifying the name of a study major on a graduation certificate



- The Official Supporting document:

The list of study and examination's rules and regulations in Umm Alqura University, article no. 1, item no. 3.

The formation of the Higher Standing Committee for Curricula and Academic Plans at Umm Alqura University:

The committee is formed by an official decree from the university president. It consists of:

- 1- The deputy of the university for educational affairs.
- 2- The general supervisor of the curricula and academic plans unit.
- 3- 10 – 15 members from different colleges
- 4- Committee convener

By the recommendation of the Vice President for Educational Affairs, it is permissible to add to the committee representatives from the Vice Presidency for Development and Entrepreneurship and the Deanship of Admission and Registration and any other that the committee chairman wishes to use their views and expertise.

- Duties of the Higher Standing Committee for Curricula in Umm Alqura University:
  - 1- Offering educational and scientific consultations, reports, and proposals to the university council including:
    - Developing academic plans and curricula in accordance with accreditation and quality requirements as well as the job market.
    - Evaluating the execution of academic plans and courses.
    - Specifying college requirements from faculty members.
    - Any other tasks the university president assigns the committee.
  - 2- Updating the Procedural Guide to Preparing and developing Academic Programs annually as per the requirements of the National Center for Accreditation and Assessment.
  - 3- Following up with colleges and departments in regards to developing plans and courses.
  - 4- Liaising with representatives of related departments and colleges to organize workshops and training classes in curricula and plans.
  - 5- Take into account the suggestions and predictions of the job market when planning a academic programs and courses.
  - 6- Unifying courses and program plans in the main campus and branch colleges.
  - 7- Applying national and international assessment criteria on academic programs aiming to develop them.
  - 8- Recommending the rejection or acceptance of cases and proposals presented to the committee or returning incomplete ones to their senders for completion.
  - 9- Sending recommended cases to the university council to be endorsed in case the latter has jurisdiction.
  - 10- Sending recommended cases to the deanship of admission and registration to be executed in case the committee has jurisdiction.
- The Higher standing Committee is under the Vice Presidency of Educational Affairs

- The Higher Standing Committee for Curricula and Academic planning is summoned to a meeting by its respected chairman when the occasion arises.
- The Duties of the Committee Convener
  - 1- Scheduling committee meetings in liaison with the chairman (the Vice President of Educational Affairs) and the other members.
  - 2- Making and updating information database of the committee's achievements.
  - 3- Preparing drafts of the committee's session records according to established laws and regulations.
- The formation the college committee for curricula and academic plans based on the college council's approval:
  - 1- The committee is headed by the deputy of educational affairs or another faculty member with experience whom the university council recommends for the post.
  - 2- Members of the committee include the heads of departmental committees in addition to one to two faculty members holding no less than assistance professorship who exhibit educational and professional efficiency and have expertise in preparing and developing academic programs.
  - 3- The girls' section must have representatives among committee members in case their section is affected/targeted by the committee agenda.
  - 4- A committee secretary.
- The Duties of the Chairman of the College Committee for Academic Plans and Accreditation:
  - 1- Liaising between committee members and planning meetings for discussing academic programs.
  - 2- Scheduling the mechanisms of program development presented by departments.
  - 3- Constant communication with college departments to follow up with program development.
  - 4- Liaising with the college and the Higher Standing Committee in matters related to developing and innovating college academic programs.

- The Duties of the College Committee for curricula and Academic plans:
  - 1- Offering scientific and educational consultations to the college council regarding curricula development.
  - 2- Evaluating suggested curricula and academic plans presented by departments and sending committee session records to the college dean for endorsement.
  - 3- Studying job market growth and demands for innovative study majors and sharing their findings.
  - The college committee is under the college council
  - The college committee for curricula and academic plans and is summoned to a meeting by its respected chairman when the occasion arises.
  
- The formation of the departmental committee for curricula and academic plans based on the department council's approval:
  - 1- The department chairman heads the committee or another faculty member of expertise that the department council recommends.
  - 2- Two other members a) holding no less than assistant professorship in the targeted program's major and minor areas of specialization b) educationally and professionally efficient and c) have expertise in preparing and developing academic programs.
  - 3- The committee must have female representatives when the girls' section is affected/targeted by the committee agenda.
  
- The duties of the chairman of the departmental committee for curricula and academic plans:
  - 1- Assigning course descriptions and other duties among committee members.
  - 2- Liaising among committee members and arranging for meetings for discussing programs.
  - 3- Scheduling and following up with the stages of program execution.

- 4- Making calls, organizing meetings and workshops with whoever benefits from the program outcomes inside and outside the university in liaison with the college administration.
  - 5- Keeping up with and ensuring the accredited status of the requirements, procedures and templates related to academic plans and programs especially from the Vice Presidency of university development and the National Center for Accreditation and Assessment.
  - 6- Seeking assistance from experts and specialists from outside the committee in matters of program development.
- The duties of the departmental committee for curricula and academic plans:
    - 1- Surveying parallel academic programs as a reference for improving department programs.
    - 2- Revising annually the current program's vision, mission and objectives, proposing to modify or improve them in light of recent changes in the program and presenting them to the department council for approval.
    - 3- Making a list of courses for the purpose of updating them and distributing course description duties among members.
    - 4- Reviewing course descriptions, specifications, objectives, reference and learning outcomes in order to determine their compatibility with the program learning outcomes.
    - 5- Allocating courses over study levels of an academic plan with minding their subsequent and logical nature and their connection to pre-requisite or co-requisite courses.
    - 6- Revising the allotted credit hours for a particular program and whether they fulfil university, college, department, major and accreditation requirements.
    - 7- Sending the academic program to the department council to be studied and modified.
    - 8- The department council studies the program and returns it to the departmental committee in case it needs adjustments that do not violate the regulations and criteria of the National Center for Accreditation and Assessment.
    - 9- Using the expertise of external judges or evaluators.
    - 10- Sending the academic plan after evaluation to the department council to take action toward officialising it.

- Judging and evaluating study plans of academic programs.  
At least two extra-institutional evaluators judge a given academic program, one of which has to be from abroad. An allowance of no more than 3000 SR is awarded to each judge on the condition that the cost of all the evaluation process of the program must not exceed 6000 SR. the Evaluation of the program includes:
  - 1- Reviewing the program's learning outcomes.
  - 2- Reviewing the learning goals of program courses .
  - 3- Reviewing proposed strategies of program evaluation and practical plans for improvement.
  - 4- Participation-whenever possible- in workshops in order to discuss any observations on the program with other committee members.
  - 5- It is preferable to share the program with one (or more) expert in the job market or beneficiaries of the program outcomes.

## Chapter Three

### Preparing and Endorsing Academic Plans

- Below are the official successive procedures taken in matters referred to the higher standing committee for curricula and academic plans. Mind that these steps are of a subsequent nature, so any new academic plan must go through steps A to K:

- A. A proposal from the departmental curricula committee containing a clear statement of the procedure requested, and fulfilling all requirements of the National Center for Accreditation and Assessment.
- B. The approval of the Chairman of the department
- C. The agreement of the departmental council
- D. The approval of the dean of college on the departmental session
- E. Presenting the proposal to the college committee for the purpose of studying, modifying and approving the proposed plan.
- F. The agreement of the college committee for curricula and plans
- G. The approval of the dean of college on the committee session
- H. Presenting the committee recommendation to the college council
- I. The college council's clear agreement .
- J. The university director's approval on the college session.
- K. Forwarding the proposed approved plan to the dean of educational affairs to take the necessary procedures:
  - a. Presenting the proposal to the higher standing committee for curricula and academic plans to be studied and executed
  - b. Presenting the committee session containing the proposal and the recommendation
  - c. The university director's endorsement of the committee's recommendation.
  - d. A letter from the dean of educational affairs requesting the proposed plan to be presented in the university council.
  - e. The university council's session containing the proposal and the recommendation
  - f. Finalizing the course of action recommended in the university council's decision.



An illustration of the mechanism of making or updating a new academic plan at Umm Alqura University:

I. Responsible Entity: The Department

	Procedures	Criteria
1	Opinions of targeted entities	<ul style="list-style-type: none"> <li>- Faculty members</li> <li>- Students</li> <li>- Hiring companies and the job market</li> </ul>
2	Course description	<ul style="list-style-type: none"> <li>- Must be in line with the modules of the National Center of Accreditation and Assessment</li> <li>- Each course must have its own description</li> </ul>
3	The learning outcomes of the new plan must be in accordance with the national frame of reference for qualifications	Must follow the template of the National Center for Accreditation and Assessment no.2
4	A diagram/illustration of the program	Must follow the template of the National Center for Accreditation and Assessment no.3
5	Results of surveying parallel academic programs to build a new one	Must follow the template of the National Center for Accreditation and Assessment no.5
6	Requirements of plan/program execution	Must follow the template of the National Center for Accreditation and Assessment no.6
7	Program description	Must follow the template of the National Center for Accreditation and Assessment no.7
8	Two copies of the new academic plan ; one hard and one soft	Must be in WORD and PDF formats

9	Record of the session of the departmental committee for curricula and academic plans.	Endorsement of the chairman of the department
10	Record of the department council	Endorsement of the dean of college on department council
11	Evaluating/judging the new academic plan <ul style="list-style-type: none"> <li>- First external evaluator</li> <li>- Second external evaluator</li> <li>- Attaching proof of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Two qualified academics from another university must do the evaluation. One of whom should be from a different country.</li> <li>- Evaluation must use template no. 4</li> </ul>

## II. Responsible Entity: The College

Procedures	Criteria
The session record of the College Committee for curricula and academic plans	<ul style="list-style-type: none"> <li>- A visual presentation required from the department</li> <li>- The endorsement of the dean of college on the committee's record</li> </ul>
The session record of the college council	The endorsement of the university president on the college council session record.

## III. Responsible Entity: The Vice Presidency of Educational Affairs

Procedures	Criteria
The academic planning and curricula unit	Preparing a complete portfolio and making sure all requirements/conditions are met before presenting to the Higher Standing Committee for Curricula and Academic plans.
The session record of the Higher Standing Committee	<ul style="list-style-type: none"> <li>- A visual presentation by the department</li> </ul>

	- The university director's endorsement on the Committee's session.
--	---

#### IV. Final Step: Executionary Entity

Procedures	Criteria
The deanship of registration and admission	Executing the plan as per and university laws and regulations.

- The procedures for studying cases presented to the Higher Standing Committee for Curricula and Academic plans:

First:

Confirming that the presented proposal for a new plan contains all the requirements such as endorsed session records of department, college and university councils, and required forms and any additional documents. Then, the case is transferred to the Higher Standing Committee as per its order in the que of incoming cases. Any incomplete case file will be returned to the responsible committee for completion.

Second:

The processing steps taken by the Higher Standing Committee for Curricula and Academic plans

	Procedure	Responsible person
Pre-meeting procedures		
1	Emailing the files to all members and specialists 5 days prior to the meeting	Committee trustee
2	Receiving individual observations from members 3 days prior to the meeting	Committee trustee

3	Combining and categorizing observations	Committee trustee
4	Re-sending combined observations and opinions to all members at least 1 day prior to the meeting	Committee trustee
Procedures in the same day of the meeting		
5	Members consultation on emailed observations for 15 minutes following the template of the Higher Standing Committee	Committee Members
6	A visual presentation by the department chairman or the college dean for 15 minutes	Department Chairman of College Dean
7	The Committee director thanks the chairman and/or the college dean and assures them of a formal letter notifying them of the decision of the committee	Committee director
8	Making a decision after consultation and discussion. It is a majority vs. minority decision. In case both opposing and approving votes are equal, the side that the committee director supports wins.	Committee members
Next day procedure		
9	Endorsing the committee session record and notifying the interested party with a formal letter via the official interface of communication within two days after the meeting	Committee director

Third: Important Dates and Information:

- 1- The Higher Standing Committee meet on Monday bi-weekly, or by an emergent call from the committee director.
- 2- The deadline for receiving cases of interest to the committee is two months prior to the end of the second semester. Any case files received after the deadline will be reviewed the next academic year.
- 3- Cases are viewed and given priority based on 1) date of case arrival 2) new plans over updated ones.

Special Cases: Regulating and

- 1- Initiating or updating an academic plan for a program in a department that has more than one branch/section in a different campus where the older plan is still used.

	Type of proposed plan	Actions taken
1	An academic plan for a new program under an accredited department with a parallel program in a different branch campus where the program has started.	The parallel academic plan is used , or an updated version of the current plan is used in both programs simultaneously . this is conducted by liaising with the counterparts of department chairmen and college deans.
2	Updating a currently used academic plan of an accredited program in one branch campus while the same plan for a parallel = program is in use at the moment in another branch campus.	The authorities in both programs must liaise to present a unified plan to be endorsed and applied by both programs.

2- Adjusting and/or minimal updating of academic plans:

The limit of changes made in a plan is decided by 1) the decision making/endorsing authority, and 2) the required course of action and procedures. It is permissible to make minor adjustments /modifications of an academic plan without having to change its number with the following conditions:

- a. No graduate students on that plan
- b. The adjustments made do not change the learning outcomes, graduate students standards or accreditations requirements.
- c. It must be approved by parallel departments and programs.

The following table illustrates possible updates and the authorized department

Modifiable/changeable items	Department council level	College council level
-----------------------------	--------------------------	-----------------------

Teaching strategies		
Timings and methods of assessment		
Partial change of course specifications		
Re-arranging contact hours		
Changing textbooks, references and learning resources.		