



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

T4. PROGRAM SPECIFICATIONS

MATHEMATICS

DEPARTMENT OF MATHEMATICS

FACULTY OF SCIENCE

JAZAN UNIVERSITY

Program Specifications

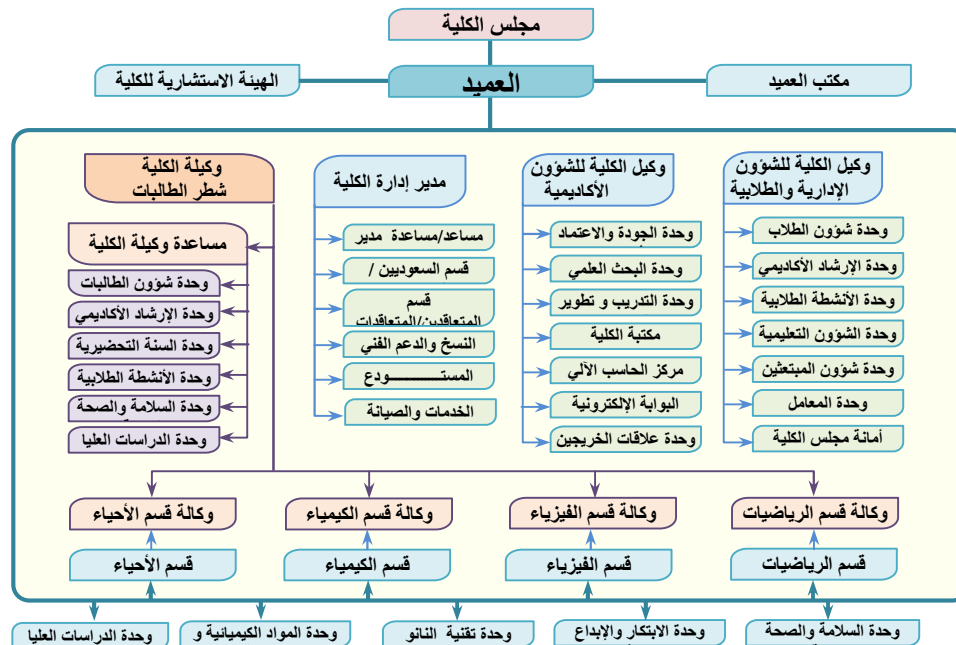
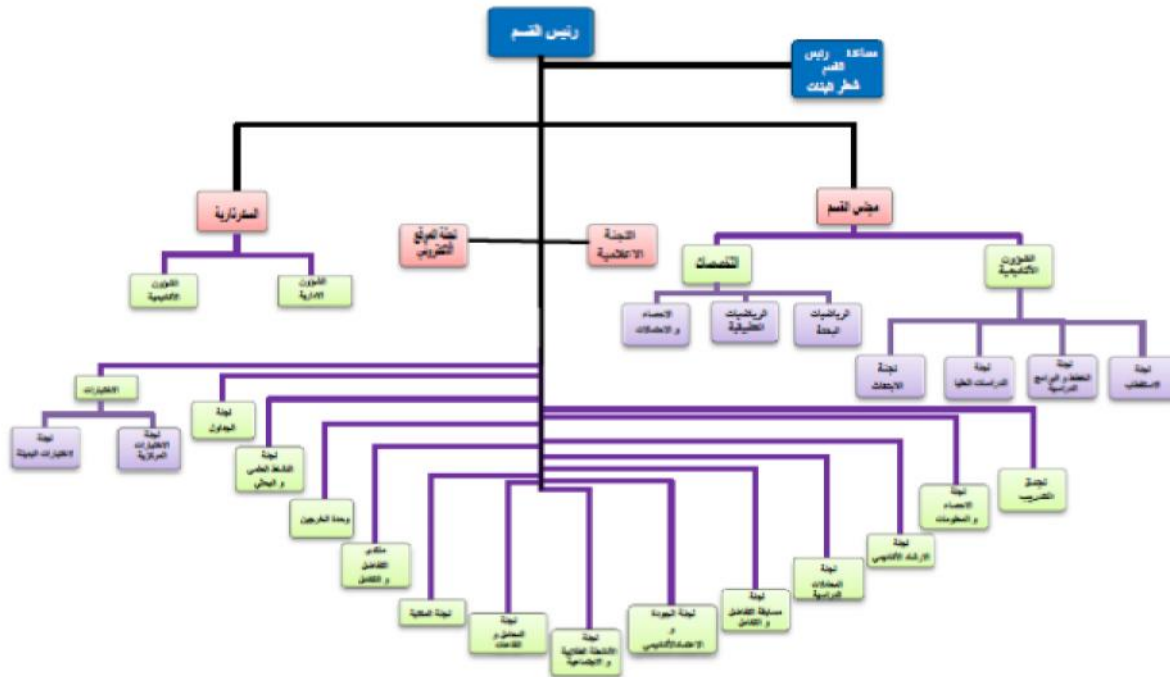
1. Institution **Jazan University**

Date **2017 (1439)**

2. College/Department **Science / Mathematics**

3. Dean/Department Head **Dr. Zaraq E. Alfifi / Dr. Metib S. AlGhamdi**

4. Insert program and college administrative flowchart



5. List all branches offering this program

Branch 1. **Mathematics department in Faculty of Science and Art in Al-Dayer**

Branch 2. **Mathematics department in Faculty of Science and Art in Darb**

A. Program Identification and General Information

1. Program title and code Mathematics (MATH)		
2. Total credit hours needed for completion of the program 130 Credit hours		
3. Award granted on completion of the program Bachelor of Science (B.SC. Mathematics)		
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) The Program one track (Mathematics)		
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) NON		
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) - Education sector (Ministry of Education) - Economic Sector. - Research Sector.		
7. (a) New Program	<input type="checkbox"/>	Planned starting date <input type="text"/>
(b) Continuing Program	<input type="checkbox"/>	Year of most recent major program review <input type="text"/>
List recent or accreditation contracts. 1. _____ 2. _____ 3. _____		
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both. Dr. Metib S. AlGhamdi		
9. Date of approval by the authorized body (by MoE).		
Campus Location	Approval By	Date
Main Campus: College of Science, Jazan University	Council of Higher Institutions قرار رقم 1426/37/13 في 1426/4/30 بجلسته 37 وتمت الموافقة الكريمة من خادم الحرمين الشريفين حفظه الله برقم 3869/م ب وتاريخ 1426 /5	Date Program started 1429/1430H
Branch 1:		
Branch 2:		

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.

Social Reasons

1. A Mathematics Program is offered for local community stakeholders.
2. Provide society with scientific expertise in Mathematics.
3. Provide society with general skilled graduates to serve in occupations relevant to mathematics, economic, research.
4. Improve local youth population chances for good job opportunity in mathematics related establishments.

Economic Reasons

1. National policy to provide society with trained and skilled Saudi national manpower.
2. Improve local population opportunity for quality high education.

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

1. Provision of scientific knowledge in the field of Mathematics.
2. Provision of highly trained and professionally excellent Saudi national man power.
3. Conducting Mathematical studies.
4. Encouraging scientific research and community service.
5. Relating applied studies to other discipline and society.
6. Establishing scientific links with national and international scientific bodies and institutes.

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 No

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

Program QA Committee is continuously communicate with the department where the courses being offered terms of course specifications, course reports, and their suggestion for improvement plans.

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

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

Program QA Committee is continuously communicate with the department that are responsible for the courses offered such as Computer Department in terms of course specifications, course reports, and their suggestion for improvement plans for Mathematics Program Students.

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

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

(Not applicable)

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).		
<p>Mission Our mission is to provide high quality undergraduate, graduate and professional programs of study which attract the best students, to produce significant research and to attend to the mathematical needs of the University and the community, in a congenial and stimulating environment for learning and research.</p>		
2. List Program Goals (eg. long term, broad based initiatives for the program, if any)		
<ul style="list-style-type: none"> • Provision of graduates to serve community needs. • Provision of trained Saudi national professional manpower. • Encouraging scientific research and international publication. • Establishing national and international research links. • Provision of graduates capable of serving national scientific development. • Achieving national and international accreditation. 		
3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.		
Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. Provision of graduates to serve community needs.	1. Student : Faculty Ratio 2. Student : Class Ratio 3. Student : Lab Ratio 4. Student : Textbook Ratio 5. Student : Computer Ratio	1. Acquiring up-to-date teaching resources for student benefit.
2. Provision of trained Saudi national professional manpower.	1. Faculty/Staff credentials 2. Faculty/Staff training 3. Number of training programs /conferences/ 4. workshops per year	1. Attracting high quality Faculty and Staff. 2. Improving Faculty/Staff skills by continuous training and professional development.
3. Encouraging scientific research and international publication	1. List of highly sited journals approved by Program 2. Number of publications per year 3. Number of publications per Faculty	1. Holding seminars and workshops for research. 2. Adopting cutting-edge computer programs.
4. Establishing national and international research links	1. Number of applied publications / projects per year	1. Encouraging applied research work for the benefit of society.
5. Provision of graduates capable of serving national scientific development.	1. Number of community services / consultancy / projects per year 2. Number of community establishments engaged with program	1. Establishing links with National scientific centres to identify problems and offer solutions.

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 offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* **Prerequisite** – list course code numbers that are required prior to taking this course.

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
Prep. Year Level 1	101ISLM	Islamic Culture 1	R		2	Col. Humanities
	105ENGL	English Language	R		6	ELTC
	101BIO	General Biology	R		4	Prep. Year
	101MATH	General Mathematics	R		3	Prep Year
	101COMP	Introduction Computer Sci.	R		3	Coll. Comp. & IT
Prep. Year Level 2	102ISLM	Islamic Culture 2	R		2	Col. Humanities
	101ARAB	Linguistic Skills	R		2	Col. Humanities
	101PHYS	General Physics	R		4	Prep. Year
	101 CHE	General Chemistry	R		4	Prep. Year
	106ENGL	Scientific English	R		3	ELTC
Level 3	103 Islm	Islamic Culture (3)	R		2	Col. Humanities
	211 Math	Calculus (1)	R		3	Mathematics
	261Math	Static	R		3	Mathematics
	241 Math	Analytic Geometry	R		3	Mathematics
	221 Math	Basis of Mathematics	R		3	Mathematics
	102 Arab	Arabic Editing	R		2	Col. Humanities
Level 4	103 Islm	Islamic Culture (4)	R		2	Col. Humanities
	251 Stat	Mathematical statistics	R		3	Mathematics
	222 Math	Abstract algebra (1)	R		3	Mathematics
	212 Math	Calculus (2)	R		3	Mathematics
	271 Comp	Algorithmic and programming	R		3	Computer Science
Level 5	313 Math	Calculus (3)	R		3	Mathematics
	323 Math	Abstract algebra (2)	R		3	Mathematics
	362 Math	Dynamics	R		3	Mathematics
	331 Math	Differential Equations (1)	R		3	Mathematics
	352 Stat	Probability theory	R		3	Mathematics
Level 6	363 Math	Analytical Mechanics	R		3	Mathematics
	314 Math	Complex Analysis	R		3	Mathematics
	324 Math	Linear Algebra	R		3	Mathematics
	315 Math	Real Analysis(1)	R		3	Mathematics
	316 Math	Numerical Analysis (1)	R		3	Mathematics
	332 Math	Differential Equations (2)	R		3	Mathematics
Level 7	442 Math	Topology	R		3	Mathematics
	425 Math	Discrete Mathematic	R		3	Mathematics
	434 Math	Partial Differential Equations	R		3	Mathematics
	453 Stat	Applied statistics	R		3	Mathematics

	417 Math	Real Analysis(2)	R		2	Mathematics
	433 Math	Mathematical Methods	R		3	Mathematics
Level 8	443 Math	Differential Geometry	R		3	Mathematics
	472 Math	Mathematical modeling	R		3	Mathematics
	418 Math	Functional Analysis	R		2	Mathematics
	473 Math	Operation research	R		3	Mathematics
	464 Math	Fluid Mechanics	R		3	Mathematics
	419 Math	Numerical Analysis (2)	R		3	Mathematics
Include additional levels if needed (ie. summer courses).						

2. Required Field Experience Component (if any) (Eg. 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 Not Applicable
b. At what stage or stages in the program does the field experience occur? (eg. year, semester) Not Applicable
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) Not Applicable
d. Number of credit hours (if any) Not Applicable

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) Not Applicable
a. Brief description Not Applicable
b. List the major intended learning outcomes of the project or research task. Not Applicable
c. At what stage or stages in the program is the project or research undertaken? (eg. level) Not Applicable
d. Number of credit hours (if any) Not Applicable
e. Description of academic advising and support mechanisms provided for students to complete the project. Not Applicable
f. Description of assessment procedures (including mechanism for verification of standards) Not Applicable

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* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **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 By the end of the program the students will be able to:		
1.1	Demonstrate information relevant to mathematical knowledge.	Lectures	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
1.2	Analysis structures and features of Mathematics problems.	Lectures, Web based work	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
1.3	Outline required notations and concepts	Lectures	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
1.4	State theories/hypothesis and explore proofs	Lectures, Web based work	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.0	Cognitive Skills By the end of the program the students will be able to:		
2.1	Explain aspects relevant to course content	Lectures, tutorial, problem solving.	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.2	Compute rates/quantities and Approximate Solutions	Lectures, tutorial, problem solving, group discussion.	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.3	Characterize and distinguish between various rules and statistical techniques.	Lectures, tutorial, problem solving, web based work	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.4	Apply various math rules, techniques and theorems in applications.	Lectures, tutorial, problem solving, group discussion..	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.5	Appraise scientific theories and exploring relationship between probability, real analysis and measure	Lectures, tutorial, problem solving, group discussion.	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.6	Develop his skills/show logical thinking/ solving mathematical problems/ proving theorems	Lectures, tutorial, problem solving, presentation.	Quizzes, Written exam (Problem solve, MCQ, true/false, Proof, short answer), assignments
2.7	Reconstruct problems , building model and	Lectures, tutorial,	Quizzes, Written exam

	simulation	problem solving.	(Problem solve, MCQ, true/false, Proof, short answer), assignments
3.0	Interpersonal Skills & Responsibility By the end of the program the students will be able to:		
3.1	Illustrate ability to work in groups	Group work	Quizzes, Assignments
3.2	Judge things and others in responsible ethical manners.	Group work assignments	Quizzes, Assignments
3.3	Illustrate time management skills.	Group work assignments	Quizzes, Assignments
4.0	Communication, Information Technology, Numerical By the end of the program the students will be able to:		
4.1	Illustrate ability to use IT	Web-based assignments Computer lab. work	Assignment assessment
4.2	Demonstrate IT ability.	Power Point Presentations Computer lab. work	Presentation assessment
5.0	Psychomotor		
	Not Applicable		

Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon)

A. First Year

Course Offerings		101 Arab	101 Bio	101 Chem	101 Comp	101 Islam	101 Math	101 Phys	102 Islm	105 Engl	106 Engl
NQF Learning Domains and Learning Outcomes											
1.0	Knowledge										
1.1	Demonstrate information relevant to mathematical knowledge.						P				
1.2	Analysis structures and features of Mathematics problems.						I				
1.3	Outline required notations and concepts						P				
1.4	State theories/hypothesis and explore proofs						I				
2.0	Cognitive Skills										
2.1	Explain aspects relevant to course content						P				
2.2	Compute rates/quantities and Approximate Solutions						P				

2.3	Characterize and distinguish between various rules and statistical techniques.						I					
2.4	Apply various math rules, techniques and theorems in applications.											
2.5	Appraise scientific theories and exploring relationship between probability, real analysis and measure						P					
2.6	Develop his skills/show logical thinking/ solving mathematical problems/ proving theorems											
2.7	Reconstruct problems , building model and simulation						I					
3.0	Interpersonal Skills & Responsibility											
3.1	Illustrate ability to work in groups						P					
3.2	Judge things and others in responsible ethical manners.						P					
3.3	Illustrate time management skills.						P					
4.0	Communication, IT, and Numerical Skills											
4.1	Illustrate ability to use IT						P					
4.2	Demonstrate IT ability.						P					
5.0	Psychomotor Skills											
	Not Applicable											

B. Second Year

Course Offerings		103 Islam	104 Islm	201 Arab	211 Math	212 Math	221 Math	222 Math	241 Math	251 Stat	261 Math	271 Comp
		NQF Learning Domains and Learning Outcomes										
1.0	Knowledge											
1.1	Demonstrate information relevant to mathematical knowledge.				A	A	I	I	I	I	P	I
1.2	Analysis structures and features of Mathematics problems.				A	A	P	I	P	P	P	I
1.3	Outline required notations and concepts				A	P	P	P			A	P

1.4	State theories/hypothesis and explore proofs					P	I	P	P	P		
2.0	Cognitive Skills											
2.1	Explain aspects relevant to course content				P	A	P	P	I	I	A	P
2.2	Compute rates/quantities and Approximate Solutions				P	A	A				A	
2.3	Characterize and distinguish between various rules and statistical techniques.					P		P	A	A		
2.4	Apply various math rules, techniques and theorems in applications.				A	P	A*		P	P	P	
2.5	Appraise scientific theories and exploring relationship between probability, real analysis and measure				A			P	I	I		
2.6	Develop his skills/show logical thinking/ solving mathematical problems/ proving theorems				P	P	A	P			P	
2.7	Reconstruct problems , building model and simulation					P	P		A	A		
3.0	Interpersonal Skills & Responsibility											
3.1	Illustrate ability to work in groups				P	P	I	I	P	P	A	P
3.2	Judge things and others in responsible ethical manners.					P	P		I	I		I
3.3	Illustrate time management skills.					P	P	I			P	I
4.0	Communication, IT, and Numerical Skills											
4.1	Illustrate ability to use IT					I	I	P	I	I	I	P
4.2	Demonstrate IT ability.					I	P	I	I		I	I
5.0	Psychomotor Skills											
	Not Applicable											

C. Third Year

Course Offerings		313 Math	314 Math	315 Math	316 Math	323 Math	324 Math	331 Math	332 Math	352 Stat	362 Math	363 Math
1.0	Knowledge											
1.1	Demonstrate information relevant to mathematical	A*	A	A	A	A*	P	A*	A	P	A	A

	knowledge.											
1.2	Analysis structures and features of Mathematics problems.	A	P	A	A	P	A		P		A*	
1.3	Outline required notations and concepts	P	A*	P	A		P	A		A	P	A
1.4	State theories/hypothesis and explore proofs				A	A*	A	A	A	A		P
2.0	Cognitive Skills											
2.1	Explain aspects relevant to course content	A	A	A*	A	A	A*	A	A	A	A	A*
2.2	Compute rates/quantities and Approximate Solutions	A	P	A	P	A	P	A*	P	A	A*	A
2.3	Characterize and distinguish between various rules and statistical techniques.	A			A*			A		A		
2.4	Apply various math rules, techniques and theorems in applications.			P	A*		P		P	A	A	P
2.5	Appraise scientific theories and exploring relationship between probability, real analysis and measure			P		A*		A	P			
2.6	Develop his skills/show logical thinking/ solving mathematical problems/ proving theorems	A	A*		A		P			I		
2.7	Reconstruct problems , building model and simulation			A		A		P	A		P	
3.0	Interpersonal Skills & Responsibility											
3.1	Illustrate ability to work in groups	P	I	P	A	A	P	A	A	P	I	A
3.2	Judge things and others in responsible ethical manners.					A			P	I	I	
3.3	Illustrate time management skills.	A	P	A	P		P	P			P	P
4.0	Communication, IT, and Numerical Skills											
4.1	Illustrate ability to use IT	P		I	I	I		p	P	P	I	I
4.2	Demonstrate IT ability.		P	P	I	P	P	A		P	I	
5.0	Psychomotor Skills											
	Not Applicable											

D. Fourth Year

Course Offerings		417 Math	418 Math	419 Math	425 Math	433 Math	434 Math	442 Math	443 Math	453 Stat	464 Math	472 Math	473 Math
NQF Learning Domains and Learning Outcomes													
1.0	Knowledge												
1.1	Demonstrate information relevant to mathematical knowledge.	A	A*	A	A*	A	A	A	A	A	A	A*	A
1.2	Analysis structures and features of Mathematics problems.	A		P		P			A	P	A	A	A
1.3	Outline required notations and concepts	A	A	A	P		A*	A	A		A		A*
1.4	State theories/hypothesis and explore proofs	A			A	A		A		A		A	
2.0	Cognitive Skills												
2.1	Explain aspects relevant to course content	A*	P	A	A	A	A*	A	A	P		A*	A
2.2	Compute rates/quantities and Approximate Solutions	A		A*		A	P		P	A	A	A	A
2.3	Characterize and distinguish between various rules and statistical techniques.				A			A*		A*	A		
2.4	Apply various math rules, techniques and theorems in applications.	A*	A	A	A*		A*		A				
2.5	Appraise scientific theories and exploring relationship between probability, real analysis and measure	A		A						P	A	A*	A
2.6	Develop his skills/show logical thinking/ solving mathematical problems/ proving theorems		P		A		A*	A	A	A	P		A
2.7	Reconstruct problems , building model and simulation		A	A		A			A		A	A	
3.0	Interpersonal Skills & Responsibility												
3.1	Illustrate ability to work in groups	P	A	P	A	P	A	A	P	A	P	A	A
3.2	Judge things and others in responsible ethical manners.	A		A		P	A		A		A		P

3.3	Illustrate time management skills.	P	P		P			P		P		I	
4.0	Communication, IT, and Numerical Skills												
4.1	Illustrate ability to use IT	A		A		P	I		A	P	A		P
4.2	Demonstrate IT ability.	P	P		P	P	I	P	I		P	I	
5.0	Psychomotor Skills												
	Not Applicable												

6. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites. **Secondary School Certificate**

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

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

- **Cross check marking of assignments within Program teaching staff**
- **Cross check marking of exam papers within Program teaching staff**

F Student Administration and Support

1. Student Academic Counselling

Describe 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).

- **Student Academic Counselling Committee is in charge of student counselling.**
- **Each Faculty is assigned a group of students for counselling.**
- **Faculty will be available for student counselling at specific office hours during on daily basis.**
- **Faculty should make a file for each student in his counselling group where student contact information, a copy of student timetable, a copy of student academic record are kept and updated every semester.**

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

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?

- **A copy of learning resources for each course is kept in the relevant Course File in the Program QA Unit.**
- **A list of learning resources is kept in the Program QA Unit.**
- **The list of learning resources is annually updated by teaching Faculty and gets approval by Program Board.**
- **The updated list of learning resources is then raised to College of Science Deanship and hence to Deanship for Library Affairs.**

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- **Selected teaching Faculty members are selected every year to attend the Jazan University Book fair to recommend acquisition of new titles.**

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- **Selected senior faculty are in charge of annual evaluation of the adequacy of learning resources.**

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

- **Student assessment of quality of library services carried out by College QA Unit.**

4. What processes are followed for textbook acquisition and approval?

- **The list of learning resources is annually updated by teaching Faculty and gets approval by Program Board.**
- **The updated list of learning resources is then raised to College of Science Deanship and hence to Deanship for Library Affairs.**
- **Copies (some copies) of the new titles are then transferred from Central University Library to College Library to facilitate student use of learning resources.**

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.

- **Faculty/Staff applying for teaching submit application(s), curriculum vitae, certificate of previous experience, and a comprehensive list of publications as well as other achievements (Scientific Missions, Scientific Projects, Books, Awards, etc.)**
- **Applications are examined by Department Recruiting Committee chaired by Head of Department.**
- **Promising applicants are interviewed by a College Recruiting Committee Chaired by the Dean.**

- **Appointed new Faculty/Staff go through University procedures of employment.**
- **Appointed new Faculty/Staff are welcomed at Faculty and Department level in a social annual meeting.**
- **Appointed new Faculty/Staff undertake an Orientation Week (Lectures/Workshops) organized by the College QA Unit.**

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.
- **Faculty are required to present Course Reports (NCAAA Form) each semester to be kept in Course File.**
 - **Faculty take part in monitoring of performance by performing Student Assessment of quality of Teaching (NCAAA Form) each semester and present the Program QA Unit with analysis of results to be kept in Course File.**
 - **Faculty are expected to take part in various Program Steering Committees for planning consultation.**
- b. Explain the process of the Advisory Committee (if applicable)
- **Faculty members are selected on merit to join Program Advisory Committee for preparation of Annual Program Report and review of Program Specifications.**
 - **Program Advisory Committee work in cooperation with Program QA Unit for evaluation of analysis of student/Faculty/ stakeholders questionnaires, summary of results, student appeals, updating learning resources, and review of execution of previous academic year action plan.**

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?
- **Program QA Committee is linked to Deanship for Academic Development and is actively involved in its training programs.**
 - **Faculty/Staff are required to annually attend/present proof of attendance of College QA Unit activities (Seminars/Workshops).**
 - **Faculty/Staff are required to annually attend/present proof of attendance of Deanship of Academic Development activities (Seminars/Workshops).**
 - **Faculty/Staff are required to attend/present proof of attendance of Annual Quality Forum organized by the Vice President for Quality and Academic Development Office.**
 - **Faculty/Staff are required to attend/present proof of attendance (when available) NCAAA QA activities.**
- b. Other professional development including knowledge of research??
- **Faculty/Staff are encouraged/acknowledged/rewarded for attending/presenting proof of attendance of Conferences/Seminars/Symposia/Workshops in their particular specialties.**

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.

College QA Unit Orientation Week

- **New Faculty/Staff are welcomed at Faculty and Department level in a social annual meeting.**
- **New Faculty/Staff undertake an Orientation Week (Lectures/Workshops) organized by the College QA Unit.**

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 of total teaching staff etc.)

Not Applicable (No recruitment of part time faculty/Staff)

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

- **Feedback from Student Assessment of Quality of Teaching and Student Assessment of Quality of Program questionnaires is used to evaluate and improve quality of teaching/teaching strategies/learning resources/Faculty performance/student affairs/student services.**
- **Results of cross check marking process are used to evaluate quality of assessment of learning achievement.**
- **Feedback from Faculty Assessment of Quality Program questionnaires is used to evaluate and improve quality of teaching/teaching strategies/learning resources/student affairs/student services.**
- **Feedback from Program Student Counselling Committee Report(s) is used to evaluate and improve quality of teaching/teaching strategies/learning resources/Faculty performance/student affairs/student services.**

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- **Annual assessment by Program QA Committee of Faculty/Staff performance is performed using feedback from student questionnaires.**
- **Annual assessment by Program QA Committee of Faculty/Staff record of attendance of QA training is performed using Faculty/Staff annually updated list of QA activities.**

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?

- **Feedback from Student Assessment of Quality of Teaching questionnaires.**
- **Feedback from Graduate Assessment of Quality of Teaching questionnaires.**

(ii) from independent advisors and/or evaluator(s)?.

- **Consult specialists in the field of Mathematics outside the department and see their point of view on the process of educational department and the suitability of the curriculum with the developments occurring and advances in the field.**

- **Questionnaires to governmental and private sector agencies to assess the performance of the**

employed students and their education.


(iii) from employers, Advisory Committee, and/or other stakeholders.

Feedback from employer assessment of graduate quality and attributes.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Metib S. Alghamdi	Dr		12/06/1439 28/02/2018