**Proposal for a New Academic Program**

Department:.........................................

College:.........................................................

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**Preliminary Data**

**A new program proposal with the following basic information:**

|  |  |
| --- | --- |
|  | Program Name |
|  | **Program Code** |
|  | **Department Name** |
|  | **College** |
| Princess Nourah bint Abdulrahman University | **University** |

**Information on the person who prepared the proposal (Applicant information):**

|  |  |
| --- | --- |
|  | Name |
|  | **Academic Degree** |
|  | **Administrative Position** |
|  | **Department** |
|  | **Email** |
|  | **Mobile No.** |

**College and Department Recommendation**

**The College Council, Session no. ( ) , in ( / / ), recommends (initiating or modifying) the academic program ( ) based on the recommendation of ( ) Department Council in its session number ( ) in ( / / ). The attachments are accurate and valid.**

**Head of Department Dean of**

**College**

**Guidelines**

**Introduction:**

**Any new program proposal is normally turned into an academic program after going through an important process that requires accuracy in the collection and completion of all the necessary information correctly and accurately. Therefore, we would like to draw attention to the necessity of having all the required information ready before you start completing the form in order to facilitate the rest of the application process.**

**The basic information required include the following:**

* **A brief description of and general information on the proposed program.**
* **Standards and benchmarks upon which the proposed program is based.**
* **A specification of the proposed program and of the courses using NCAAA forms.**
* **Operational Plan for the proposed program.**
* **Program needs of experts.**
* **Program policies.**

**Proposal Submission (Application) Requirements:**

1. **Filling out the information in the attached forms. In case certain information cannot be provided, the Plans and Curricula Unit at the Academic Affairs Rectorate should be contacted.**
2. **Attaching all the documents and information required with the application.**
3. **Providing accurate and clear information.**
4. **Completing the form electronically, then submitting a signed hardcopy along with the other attachments.**

**New Program Requirements:**

1. **It must be in line with the National Qualifications Framework and the NCAAA requirements.**
2. **It should support the university objectives and mission and emanate from its strategic plan.**
3. **It should meet the job market needs and qualify the student to engage in it.**
4. **It must be up to date and in line with the new developments in its field.**
5. **Benchmarking against pioneer programs in the field must be conducted to benefit from them.**
6. **A program specification must be prepared.**
7. **The program objectives and learning outcomes must be clear.**
8. **The program standard must be compatible with the degree granted.**
9. **The teaching and assessment strategies must be clear and varied.**
10. **The operational plan of the proposed program must clearly state the human and financial needs.**
11. **A brief description of the expert advice needed must be included.**

**Attachments:**

1. **Program specification form.**
2. **Plans and study programs approval form.**
3. **The program study plan form.**
4. **Courses specification form.**
5. **The program operating plan from material and human resources form.**

**Note:**

**Information in attachments should be provided with the requested application and supposed to be prepared first to help you filling in the application of the program proposal.**

**Application Procedures:**

1. **The application must be completed electronically.**
2. **It must be printed on one side clearly.**
3. **Three copies of the application and one copy of the attachments must be submitted.**
4. **The attachments must be appended to the application. Reference must be made to these attachments in the appropriate box in the application.**
5. **If there are other attachments, they must be appended and referred to in the application as well.**

**Note:**

If the application is not completed as required, it will be returned back to the applicant and a new application must be submitted.

**Form 2.2**

**Proposal for a New Academic Program**

1. **A Brief Description and General Information of the Proposed Program:**

1.1 Proposed program name:

|  |
| --- |
|  |

1.2 Proposed program code:

|  |
| --- |
|  |

1.3 College which proposed the program:

|  |
| --- |
|  |

1.4 Study system:

|  |
| --- |
| * quarterly
* annually
 |

1.5 Number of levels in the program and their duration:

|  |
| --- |
|  |

1.6 Total credit hours required for the completion of the program:

|  |
| --- |
|  |

1.7 Degree awarded upon the completion of the program:

|  |
| --- |
|  |

1.8 Tracks or specializations within the program:

|  |
| --- |
|  |

1.9 Intermediate exit points and awards ( if any ):

|  |
| --- |
|  |

1.10 Professional occupations for which graduates are prepared ( If there is early exit point from the program ):

|  |
| --- |
|  |

1.11 Any related program:

|  |
| --- |
|  |

1.12 Other colleges related to the program:

|  |
| --- |
|  |

1.13 Proposal date for implementing the program:

|  |
| --- |
|  |

.14 Proposal frequency of implementing the program:

|  |
| --- |
|  |

1.15 Minimum and maximum number of students qualified to join the program:

|  |
| --- |
|  |

1. **Standards and Benchmarks for the Program:**

 **2.1 The program must support the vision and objectives of the university and emanate from its strategic plan:**

|  |
| --- |
| Indicate the extent of strategic compatibility between the university mission and program mission................................................................................................................................................................................................................................................................................................................................................................................................................... |
| Indicate the extent of strategic compatibility between the college mission and program mission.................................................................................................................................................................................................................................................................................................................................................................................................................. |
| Indicate the university objectives from which the program emanates................................................................................................................................................................................................................................................................................................................................................................................................................... |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The new program | Fifth Program............................ | Forth Program........................... | Third Program............................ | Second Program.......................... | First Program...................... | Benchmarks with other programs |
| **College****.........................** | **College****.........................** | **College****.........................** | **College****.........................** | **College****......................** |
| College......................... |
| **University****..........................** | **University****..........................** | **University****..........................** | **University****..........................** | **University****......................** |
|  |  |  |  |  |  | **Number of credit hours** |
|  |  |  |  |  |  | **Number of courses** |
|  |  |  |  |  |  | **Required** | **University requirements**  | **Distribution of credit hours on courses** |
|  |  |  |  |  |  | **Elective** |
|  |  |  |  |  |  | **Required** | **college requirements** |
|  |  |  |  |  |  | **Elective** |
|  |  |  |  |  |  | **Required** | **Specialization requirements** |
|  |  |  |  |  |  | **Elective** |
|  |  |  |  |  |  | **Project or research requirement** |
|  |  |  |  |  |  | **Field experience** |
|  |  |  |  |  |  | **Technological or professional skills needed** |

**2.2 Benchmarks with other similar programs:**

**\* The minimum number of academic programs to be compared with is 3 (local program, regional program, an international program.**

**2.3 A study of job market ensures the following:**

**2.3.1 The number of sectors that will be supported by the program based on job market study.**

**2.3.2 Approximate number of employers those sectors need for the program.**

**2.3.3 The percentage of sectors need of graduate compared to the number of expected graduates shown in statistics and graphs.**

**2.3.4 Survey of stake holders’ views (employers-students- parents).**

* + 1. **Indicators for an increase in job market need for specialization.**

**3. Specification of the Proposed Program:**

**3.1 Program mission and objectives.**

**3.2 Graduate specifications.**

**3.3 Learning outcomes.**

**4. Courses Specifications within the Program:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Contact Hours | Credit Hours | Prerequisites | Course Code | Course | Level |
|  |  |  |  |  | One |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Two |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Three |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Four |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Five |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Six |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Seven |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | Eight |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**5. Operational Plan of the Proposed Program Explains the Following:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total | \*\*Proportion of student to professor | Part Time | \*Full Time | Required Number | Specific Specialty | General Specialty | Academic or Job Degree |
|  |  |  |  |  |  |  | **Professor** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Associate Professor** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Assistant Professor** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Lecturer** |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Teaching Assistant** |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Teacher** |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Administrator** |
|  |  |  |  |  |
|  |  |  |  |  |  |  | **Technician** |
|  |  |  |  |  |

 **5.1 Requirements of the program implementation:**

**\* The percentage of full-time teaching staff should not be less than 75% as shown in the Quality Management System.**

**\*\* The student- teaching staff member ratio must be calculated as the full-time equivalent students and should be benchmarked against student-teacher ratios in national or international high-quality institutions as shown in the Quality Management System.**

 **5.2 Laboratories, equipments and classrooms:**

|  |  |
| --- | --- |
| Laboratory Type | Number of required laboratories for implementing the new program |
|  |  |
|  |  |
|  |  |

 **5.3 Learning resources and office supplies:**

|  |  |
| --- | --- |
| Required Supplies | Learning Resources |
|  | **Books and references** |
|  | **Academic journals** |
|  | **Computer and electronic devices** |
|  | **Computer programs (software)** |
|  | **Office supplies** |

**5.4 Classrooms:**

|  |  |
| --- | --- |
| Capacity | Number of required classrooms |
|  |  |
|  |  |
|  |  |

**6. Program Needs of Experts:**

 **6.1 External advisory committees:**

|  |  |  |  |
| --- | --- | --- | --- |
| Notes | Institution/Affiliation | Specialty | Name |
| Please attach notes of external advisory committees members |  |  |  |
|  |  |  |
|  |  |  |  |
|  |  |  |

 **6.2 External assessors of the program (who were nominated to work in exam and assessment committee):**

|  |  |  |
| --- | --- | --- |
| Institution/Affiliation | Specialty | Name |
|  |  |  |
|  |  |  |
|  |  |  |

**7. Learning outcomes (National Qualifications Framework):**

|  |  |  |  |
| --- | --- | --- | --- |
| N | Learning domains and learning outcomes | Teaching strategies | Assessment methods |
| 1 | **Knowledge** |
|  |  |  |  |
|  |  |  |  |
| 2 | **Cognitive skills** |
|  |  |  |  |
|  |  |  |  |
| 3 | **Interpersonal skills and responsibility**  |
|  |  |  |  |
|  |  |  |  |
| 4 | **Communication, information technology, and numerical skills** |
|  |  |  |  |
|  |  |  |  |
| 5 | **Psychomotor skills** |

**7.1 Definition of learning outcomes:**

**Learning outcomes are statements that describe what students are expected to learn and apply upon the completion of a course or an academic program.**

**7.2 Importance of learning outcomes:**

**Learning outcomes have a vital importance on different levels; the student, instructor, educational institution, or on a national level.**

**On the student level, learning outcomes help the student to know what she is expected to learn after studying a particular course or program. Accordingly, they help her to select her major or even a course she would like to study. In addition, they help the student to know what others expect from her, and her energy and enthusiasm are directed towards achieving these outcomes. Furthermore, learning outcomes help students become active learners and more interactive, and contribute to creating cooperation and interaction between the instructor and the students, on the one hand, and among the students, on the other.**

**On the instructor level, learning outcomes help the instructor planning for the course to be taught and organizing her tasks. They help her choose the teaching methods and the different learning activities that contribute to the achievement of the learning outcomes and selecting the suitable course content. Moreover, they help the instructor to adopt the evaluation techniques that measure the degree of the fulfillment of the learning outcomes of a particular course.**

**On an institutional level, learning outcomes are part of the process of the quality assurance and they contribute to the unification of employees’ efforts towards achieving specific objectives. They also contribute to the achievement of the educational mission of the institution, as data for benchmarking, accountability, and transparency.**

**Last, on the national level, formulating learning outcomes and providing what proves that they have been achieved would contribute to an increase of community confidence in the learning outcomes of the institution. Furthermore, they initiate competitions and comparisons among higher academic of institutions and their various programs, and they form a fundamental factor for accountability and transparency at a national level.**

**7.3 Conditions for formulating learning outcomes:**

**It is necessary when formulating the learning outcomes to consider the following:**

1. **They must be linked to mission and objectives of the program.**
2. **They must include graduates’ characteristics.**
3. **They must be formulated on the program level, not on the level of the courses or other educational experience.**
4. **They must be formulated clearly and identified accurately.**
5. **They must be focused on the attitude of learners not on the process of learning.**
6. **They must be accessible for observation and measurement.**

**The following table includes useful verbs for formulating the learning outcomes for all the academic fields:**

|  |  |
| --- | --- |
| Learning Field | Proposed verbs |
| knowledge | **organize, describe, name, define, identify, mention, choose, affect, explain, categorize, summarize, clarify, translate, interpret, display, discuss, repeat** |
| Cognitive skills | **use, apply, appear, show, explore, implement, change, perform, analyze, prove, compare, distinguish, measure, plan, derive, meet, evaluate, justify, defend, argue, recommend, judge, develop, build, create, innovate, design, organize, adjust, modify, rearrange, establish, formulate, etc.**  |
| Interpersonal skills and taking responsibility | **accept, listen, attend, bear, help, interact, respond, select, contribute, follow, participate, request, commit, express, visit, divide, distribute, serve, assist, prefer, initiate, accept, be an example, lead, cooperate, adapt, acclimate** |
| Communication, information technology, and numerical skills | **communicate, formulate, set, combine, categorize, use, compute, show**  |
| Psychomotor skills | **draw, print, practice, perform, hold, ride, give, attend** |

**8. Proposed Program Policies Must Conform to the Following:**

 **8.1 Policies of levels and study system at PNU. (Attached)**

 **8.2 Policies of registration system at PNU. (Attached)**

 **8.3 Policies of Quality Management System.**

 **Program Committee Signature**

| Signature | Name |  |
| --- | --- | --- |
|  |  | **Head** |
|  |  | **Members** |
|  |  |
|  |  |
|  |  |
|  |  | **College Dean** |

**9. Appendices:**

**9,1 National Qualifications Framework (NQF)**

**9,2 Levels and Study System at PNU**

**9,3 Registration System at PNU**

**9,1 National Qualifications Framework (NQF):**

**file is attached**

**9,2 Levels and study System at PNU:**

* **The number of levels required for graduation is eight levels or more according to the study plan approved by the university for each college. The duration of each level is one semester.**
* **The student moves from one level to the next level if she successfully passes all the courses of that level according to the study plan.**
* **The minimum course load for a single semester is (12) credits and (9) credits for clinical stage. The maximum course load for a single semester is (22) credits and (15) credits for clinical stage, based on the student’s GPA. The minimum course load for the summer semester is (2) credits and the maximum is (9) credits.**

**9,3 Registration System at PNU:**

* **Courses are registered in accordance with the approved study plans gradually starting from the lower levels to the higher.**
* **All preparatory year courses are compulsory. Students are registered for them by the Deanship of Admission and Registration. Students are not allowed to drop or add any course during the period of study in the program.**
* **Failed students must register for courses that ensure they carry the** **minimum course load of credits, taking into account the following:**
* **No conflict exists with other classes in the course schedule.**
* **All prerequisites of the course or courses to be registered must be completed.**
* **Taking courses from the levels above the student’s level is not allowed unless to complete the minimum course load.**
* **If a student fails one or more courses, she re-takes the failed courses according to the following guidelines:**
* **If a student fails courses of a total minimum of 12 credits or more, she must re-take only the courses she failed in that level.**
* **If a student fails courses of a total less than the minimum number of credits, she must re-take the courses she failed in addition to some courses from the upper levels according to the following:**
* **Registration for courses should be according to schedules and study plan rules (course prerequisites or course concurrent requirements).**
* **Courses are registered for the failed student from the upper levels to her level. The course load allowed depends on the student’s GPA, provided that it is not less than the minimum, nor more than the maximum number of credit hours.**
* **Failed students or students expected to graduate may register for courses from only the two immediate levels above her level. However, in colleges where the nature of study requires otherwise, further upper levels may be specified with the approval of the relevant department**
* **When a student cannot register for courses from the following upper level to complete her course load (because a conflict exists with other classes, because she has not completed a prerequisite, or because she has finished all courses in that level), she has to complete her load from courses of the following upper levels. If a student cannot complete her credits after that, the credits for which she has registered are enough even if they are less than the minimum**.