



Standards for Program Accreditation

2018 - 1439

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| 1 | MISSION AND GOALS |
| | The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed. |
| 1-0-1 | The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.* |
| 1-0-2 | The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable. |
| 1-0-3 | The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development). |
| 1-0-4 | The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans. |
| 1-0-5 | Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement. * |
| 1-0-6 | The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly. |

* Essential Criteria

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| 2 | PROGRAM MANAGEMENT AND QUALITY ASSURANCE |
| | The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate. |
| 2-1 | Program Management |
| 2-1-1 | The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities. |
| 2-1-2 | The program leadership has the appropriate academic and administrative experience to achieve its mission and goals. |
| 2-1-3 | The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.* |
| 2-1-4 | The program management acts to provide an organizational climate and supportive academic environment. |
| 2-1-5 | There are appropriate mechanisms for integration and effective participation among branches offering the same program. |
| 2-1-6 | The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services. |
| 2-1-7 | The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly. |
| 2-1-8 | The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators. |
| 2-1-9 | The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators. |
| 2-1-10 | There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses. |
| 2-1-11 | The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any). |
| 2-1-12 | The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.* |

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| 2-1-13 | The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments. |
| 2-1-14 | The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders. |
| 2-1-15 | The program management encourages the developmental initiatives and proposals. |
| 2-1-16 | The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.* |
| 2-1-17 | The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.* |
| 2-1-18 | The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases. |
| 2-1-19 | The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures. |
| 2-2 | Program Quality Assurance |
| 2-2-1 | The program management implements an effective quality assurance and management system that is consistent with the institution quality system. |
| 2-2-2 | The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes. |
| 2-2-3 | The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them. |
| 2-2-4 | The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.* |
| 2-2-5 | The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation. |

* Essential Criteria

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| 3 | TEACHING AND LEARNING |
| | Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the National Qualifications Framework and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement. |
| 3-1 | Graduate Attributes and Learning Outcomes |
| 3-1-1 | The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed. |
| 3-1-2 | The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework and with academic, professional, and labor market requirements.* |
| 3-1-3 | The program identifies the learning outcomes for the different tracks (if any). |
| 3-1-4 | The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans.* |
| 3-2 | Curriculum |
| 3-2-1 | The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum. |
| 3-2-2 | The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.* |
| 3-2-3 | The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses.* |
| 3-2-4 | The construction of the program study plan considers the identification of exit-points requirements (if any). |
| 3-2-5 | The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs. |
| 3-2-6 | The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes. |

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| 3-2-7 | The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).* |
| 3-2-8 | Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels. |
| 3-2-9 | Teaching and learning strategies are student-centered and encourage active learning. |
| 3-2-10 | Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills. |
| 3-2-11 | The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes. |
| 3-2-12 | Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms. |
| 3-2-13 | The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).* |
| 3-3 | Quality of Teaching and Students' Assessment |
| 3-3-1 | The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.* |
| 3-3-2 | The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored. |
| 3-3-3 | At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course. |
| 3-3-4 | The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them. |
| 3-3-5 | The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff. |

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| 3-3-6 | The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement. |
| 3-3-7 | Effective procedures are used to verify that the work and assignments of students are of their own. |
| 3-3-8 | The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance. |

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| 4 | <p>STUDENTS</p> <p>The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.</p> |
| 4-0-1 | The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly. |
| 4-0-2 | The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment) |
| 4-0-3 | The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means. |
| 4-0-4 | The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned. |
| 4-0-5 | The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them. |
| 4-0-6 | The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.* |
| 4-0-7 | Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.* |
| 4-0-8 | Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them. |
| 4-0-9 | Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation. |
| 4-0-10 | The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments. |
| 4-0-11 | The program implements effective procedures to monitor students' progress and to verify their fulfillment of graduation requirements. |

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| 4-0-12 | The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them. |
| 4-0-13 | Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.* |
| 4-0-14 | The program takes into consideration the special needs of its students (e.g., students with disabilities and international students). |
| 4-0-15 | The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities. |
| 4-0-16 | There is an appropriate representation for students in relevant councils and committees. |

* Essential Criteria

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| 5 | TEACHING STAFF The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development. |
| 5-0-1 | The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones. |
| 5-0-2 | The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).* |
| 5-0-3 | The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.* |
| 5-0-4 | The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload. |
| 5-0-5 | The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program. |
| 5-0-6 | The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion. |
| 5-0-7 | Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion. |
| 5-0-8 | Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion. |
| 5-0-9 | Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance. |
| 5-0-10 | Teaching staff participate in assessment and development activities of the program and institution.. |
| 5-0-11 | Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them. |
| 5-0-12 | The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance. |

* Essential Criteria

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| 6 | LEARNING RESOURCES, FACILITIES, AND EQUIPMENT Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness. |
| 6-0-1 | The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning. |
| 6-0-2 | The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes. |
| 6-0-3 | The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.* |
| 6-0-4 | The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution. |
| 6-0-5 | The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.* |
| 6-0-6 | The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning. |
| 6-0-7 | The program has the suitable classrooms and facilities for its needs. |
| 6-0-8 | All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.* |
| 6-0-9 | Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively. |
| 6-0-10 | The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories. |
| 6-0-11 | The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities. |
| 6-0-12 | The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards. |
| 6-0-13 | The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement. |

* Essential Criteria