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PRINCE SULTAN UNIVERSITY

# CURRICULUM REVIEW & DEVELOPMENT *Manual*

جامعة الامير سلطان  
PRINCE SULTAN  
UNIVERSITY



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## **Introduction**

At Prince Sultan University (PSU), one of our strategic goals is to create high-quality educational programs and provide an exceptional learning environment for our students. Well-designed and planned academic programs are intended to prepare skillful graduates who can meet personnel, societal, and job market needs. This manual was developed to familiarize faculty at PSU involved in curriculum development with the standard process for reviewing and developing academic programs at PSU.

Developing a solid curriculum requires careful planning and consideration of the Ministry of Education requirements, the National Qualification Framework (NQF), and the standards of accreditation set by the Education and Training Evaluation Commission of Saudi Arabia (ETEC). Moreover, it requires rigorous job market research, continuous analysis of stakeholder needs, and benchmarking with reputable universities to ensure the relevancy of the curriculum to personnel, societal, and market needs while adapting to the developments in specializations and addressing national and global challenges.

At Prince Sultan University (PSU), the Institutional Curriculum Committee (ICC) ensures that our curriculum development initiatives follow this rigorous process. We hope this manual explains the process clearly and concisely. This manual was prepared by the members of the institutional review committee and reviewed by several administrators and faculty.

## Definitions and Glossary

**Bridging degree program:** A one- or two-year program offered to graduates of educational institutions with two- or three-year diplomas to complete the requirements of a bachelor's degree in the same major or another close one to the major of the bridging student.

**Certificate:** A credential issued by an institution in recognition of completing a curriculum other than one leading to a degree.

**Course:** An organized series of instructional and learning activities dealing with a subject.

**Comprehensive program reviews:** Compulsory reviews are conducted every 3 to 5 years and involve changes that significantly affect program learning outcomes, structure, organization, delivery, or the basis for its accreditation.

**Credit Hours:** The number of hours a learner spends to learn or the amount of required learning leading to obtaining a qualification. Credit hours are calculated through the number of hours required to achieve the learning outcomes of a qualification. The number of credit hours (accredited units) accredited for each course or program indicates the expected amount of learning linked to the number of actual study hours in different learning activities, such as classes, auxiliary classes, and laboratories.

**Curriculum or program:** The formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized in-depth study in a particular specialization.

**Double major degree program:** It is a program that results in the completion of two existing undergraduate major degree programs concurrently.

**Exit degree:** Granting a student who has completed a number of study hours and has not completed the bachelor's degree requirements an:

- Intermediate diploma degree if the student has completed at least 60 study hours from the bachelor's degree program in which he/she is enrolled.
- Advanced diploma degree if the student has completed at least 90 academic hours of the bachelor's degree program in which he/she is enrolled.
- Other exit degrees for graduate studies (Advanced diploma and Master's degree)

It is considered a recognition that learners have achieved the required knowledge and skills, qualifying them for an academic level, determined during the construction and design of the educational or training program.

**Interdisciplinary degree program:** A program prepared and implemented by faculty with more than one specialty, with specific learning outcomes that cannot be achieved through a single knowledge specialization.

**Jointly-Registered Program or Program Offered Jointly:** one program offered by two or more institutions.

**Major degree program:** A degree program for a specialization defined in the Saudi Standard Classification of Educational Levels and Specializations or an interdisciplinary program. The degree could be a Diploma, an Advanced Diploma, a Bachelor's Degree, a Master's Degree, a High Diploma, or a Ph.D. (Doctor of Philosophy) degree.

**Minor degree program:** An 18 to 27-credit-hour degree program derived from an existing undergraduate major degree program that results in the completion of a secondary degree in addition to the student's major degree that can be completed concurrently.

**Off-campus courses:** Courses that are offered entirely or partially outside the university campus, which include:

- a) Blended learning (at least 25% of the number of teaching hours for a course in a non-attendance mode)
- b) Distance education (teaching hours will be remote)
- c) Self-Education
- d) Cooperative training programs
- e) Summer training programs

**Program course reviews:** Internal modifications to existing courses.

**Program partial reviews:** Reviews proposed by program faculty or the Department Curriculum committee at any time upon a **need that must be satisfied immediately**. These changes significantly affect program learning outcomes, structure, organization, delivery, or the basis for program accreditation.

**Program title:** The name of the degree or certificate program, usually indicating the subject field of the program or the major, e.g., Applied Linguistics, Architecture, Computer Science, or Human Resource Management.

**Registration:** approval by the Ministry of Education of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or acceptance toward a credential issued by the department or by the institution.

## A. Important considerations when reviewing or developing curriculum

The University's references and sources for designing, reviewing, and approving academic programs are as follows:

1. The Saudi Standard Classification of Educational Levels and Specializations (SCELS) issued by Council of Ministers Resolution No. (75) dated 1/27/1442 AH, and any amendments or updates thereto.
2. The National Qualifications Framework (NQF) of the Kingdom of Saudi Arabia, issued by a decision of the Board of Directors in its first meeting for the second session held on 6/16/1441 AH, **and any amendments or updates.**
3. PSU Curriculum Review and Development Policy
4. PSU Rules and Regulations of Undergraduate Study and Examinations (for undergraduate programs).
5. PSU Unified Bylaws of graduate studies (for graduate programs).
6. Standards for undergraduate and postgraduate program accreditation; The Education and Training Evaluation Commission (ETEC). [www.etec.gov.sa](http://www.etec.gov.sa)
7. Program Key Stakeholders: Department faculty, students, employers, alumni, and associated program/college advisory boards: Revisions of degree programs or the establishment of new degree programs should be inclusive of the opinions of all stakeholders as much as possible.
8. Reputable universities offering similar degrees: benchmarking with local, regional, and international reputable universities with good standing in international rankings is necessary for any program revision or establishment of new programs.

Adherence to the above references, consideration of stakeholder feedback, and benchmarking with reputable universities are necessary to approve any degree program revision or establish a new degree program per PSU Curriculum Review and Development Policy. Below, we briefly introduce some important aspects of these references and sources for curriculum development that faculty should be familiar with.

### 1. The Saudi Standard Classification of Educational Levels and Specializations

The Saudi Standard Classification of Educational Levels and Specializations (SCELS) is used to classify academic qualifications and degrees in Saudi Arabia. SCELS provides a list of specializations, allowing for easy classification and recognition of academic qualifications in Saudi Arabia. The purpose of the SCELS is to ensure consistency and equity in the education system by providing a standard classification that can be used by individuals, educational institutions, and employers to evaluate academic qualifications and degrees and to assess the relevance of each specialization to personnel and job market needs.

Figure 1 is a screenshot of one of the specializations listed in SCELS, which shows the specialization name (Data Sciences), specialization number (061902), classification, definition,

other specializations included in the definition, and list of important courses under this specialization.

When designing or revising academic degree programs, it is essential to identify **the degree program title and number** to be consistent with SCELS titles and classifications for the specialization. The degree title and specialization number will be used in the certificate awarded to students after completion of a degree program and serves as an official reference for the proper definition of the specialization. Hence, the program title and content must consider the expectations given for the degree specialization in SCELS, particularly the degree program title, the definition of the program, and the list of important courses for the specialization. **Adherence to SCELS classification standards when preparing program specification documents is mandatory. It is essential for any degree program licensed by the Ministry of Education of Saudi Arabia according to the Unified Rules and Regulations of Undergraduate Study and Examinations and Unified bylaws for graduate studies.**

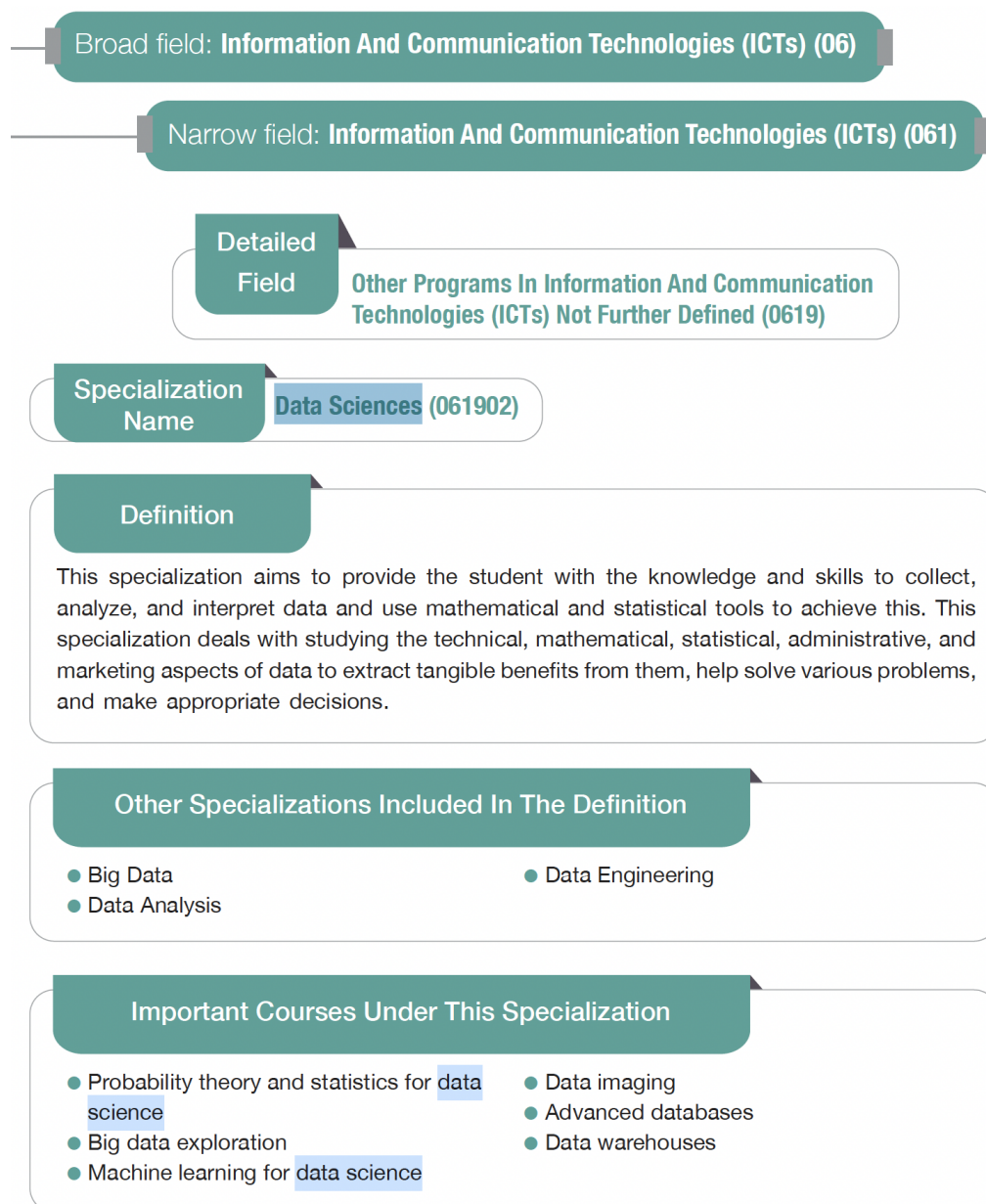


Figure 1 Example of specialization description in SCELS

## 2. The National Qualifications Framework in the Kingdom of Saudi Arabia

The National Qualifications Framework (NQF), on the other hand, is a system that classifies qualifications based on learning outcomes: knowledge, understanding, skills, values, autonomy, and responsibility. The NQF also classifies the breadth and depth of learning domains for each degree level; see Figure 2 as an example of Undergraduate Bachelor's degree level descriptions (level 6). The following are the relevant degrees that PSU is licensed to offer as per unified bylaws for undergraduate and graduate studies:

- Level 4: General Associate Diploma (minimum 24 credit hours)
- Level 5: Intermediate Diploma (minimum 60 credit hours with a minimum of 50% of the field-related knowledge, skills, values, and trends for employment)
- Level 5: Advanced Diploma (minimum of 90 credit hours, **used as an exit point for undergraduate programs**)
- Level 6: Bachelor's degree or equivalent (minimum of 120 credit hours)
- Level 6: Higher Diploma (minimum of 24 credit hours after Bachelor's degree)
- Level 7: Master's degree or equivalent (minimum of 24 credit hours and a master thesis or 30 credit hours with a research graduation project)
- Level 8: Doctoral degree or equivalent (minimum of 30 credit hours of advanced courses after completion of a Master's degree and submit a dissertation or 12 credit hours of directed studies, seminars, or research courses and a dissertation)

When designing academic programs, it is crucial to design the learning outcomes to be compatible with the degree level as per NQF expectations. Remarkably, the description of the learning outcomes must reflect the degree level's NQF level of breadth and depth (Level 4,5,6,7, or 8). For example, course learning outcomes for an undergraduate course in Machine learning (Level 6) should be described differently than course learning outcomes for a Master's degree course in Machine learning (Level 7) than for a Ph.D. course in Machine learning (Level 8) since the degree expectations for each level are different. For example:

**Level 6 learning outcome could be Broad in-depth knowledge** of the underlying theories of machine learning.

**Level 7 learning outcome could be In-depth and specialized knowledge** and understanding of theories, principles, and concepts in machine learning.

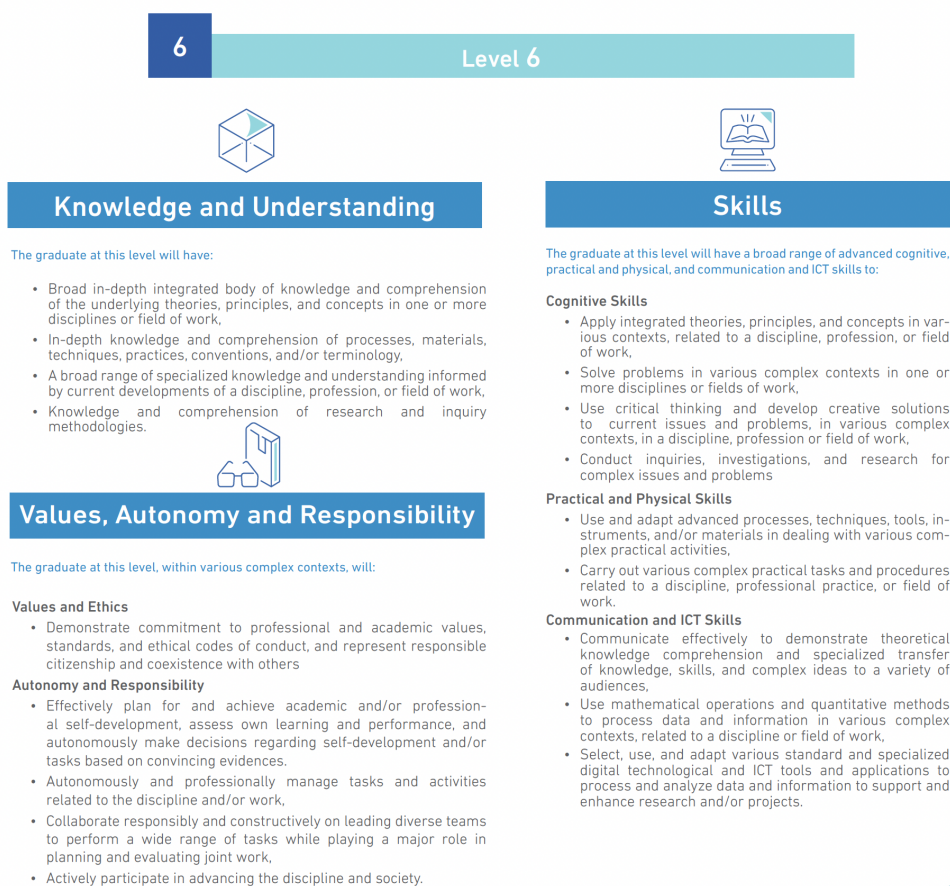
**Level 8 learning outcome could be A substantial and advanced body of knowledge** and understanding of machine learning while integrating complex information, specialized theories, leading principles, and concepts necessary to create new and leading interdisciplinary methods in machine learning.

NQF also specifies the essential six requirements for placement of any qualification:

- 1- Official approval: Qualifications should be accredited by the relevant education or training body. For university academic programs, the accreditation bodies are (1) the **Ministry of Education of KSA** and (2) the **Education and Training Evaluation Commission** of Saudi Arabia. See the next section for ETEC standards related to curriculum.

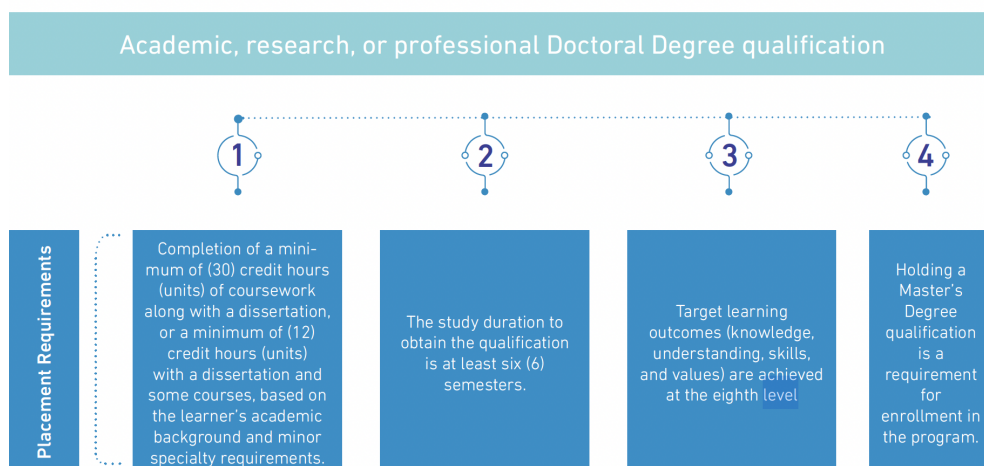


- 2- Stakeholder engagement in the design and review of qualifications. The key stakeholders of any degree program are faculty, students, employers, alumni, and the advisory boards for degree programs. **It is vital to ensure that any degree program changes include key stakeholders' opinions as much as possible.**
- 3- Qualification objectives should be prepared in a manner that illustrates and rationalizes its design and proposition. **Reference should be made to SCELS for this purpose.**
- 4- Qualification title that uses appropriate designations **(obtained from SCELS).**
- 5- Qualification components, including level, learning outcomes, credit hours, etc.
- 6- Learning outcome assessments that are transparent and measurable to ensure achievement.



**Figure 2 Example of NQF level descriptors for Bachelor's degree (level 6)**

NQF also specifies general degree requirements for each level of education. For example, Figure 3 shows the degree requirements for any Doctoral Degree (Level 8 in NQF). It shows the minimum number of credit hours needed, a dissertation requirement, study duration, targeted learning outcomes, and enrollment requirements.



**Figure 3 General Doctoral degree program requirements (level 8)**

Hence, when reviewing, redesigning, or developing new academic programs, the committee involved in curriculum design must be familiar with NQF design aspects for academic programs. Some additional requirements in NQF related to interdisciplinary programs are discussed in section I of this manual.

### 3. Education and Training Evaluation Commission (ETEC) standards

ETEC has developed forms that should be used to develop new degree programs and any new courses. These templates are briefly discussed:

- 1- [Program Specification](#). Template for specifying degree program mission statement, goals, objectives, learning outcomes, curriculum, and many different aspects related to the degree program. (Teaching and learning resources, administrative staff, student admission, quality assurance, etc.) (T3 form for the undergraduate program and T14 form for the graduate program). The [PSU Guidelines Program Specification](#) document explains how to complete this template.
- 2- [Course Specification](#). Template for specifying course description, objectives, learning outcomes, content, alignment with program learning outcomes, teaching and assessment strategies, and other aspects related to any degree program course. (T4 form for undergraduate programs and T15 form for graduate programs). [PSU Guidelines for Course Specification document](#) explains how to complete this template.
- 3- [Field Experience Specification](#). A special template for Summer training and cooperative training courses that have similar sections to the course specification template. (T5 form for undergraduate programs). PSU [Guidelines for Field Specification](#) explains how to complete this template.

When proposing curriculum modifications or designing new curricula, it is also important, **to begin with, the end in mind**: meeting the expectations of the Education and Training Evaluation Commission (ETEC) for program accreditation. The following are the standard

items related to the mission statement (standard 1.0), the design of the curriculum (standard 3.2) and the design of the graduate attributes (standard 3.0) in the Self Evaluation Scales for Higher Education Programs (Undergraduate Programs).

**ETEC Standards related to Program MISSION AND GOALS for Undergraduate Programs**

1-0-1	<b>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.*</b>
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	<b>Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.*</b>
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.

## ETEC Standards related to the curriculum for Undergraduate Programs

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	<b>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.*</b>
3-2-3	<b>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. *</b>
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.
3-2-7	<b>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). *</b>
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	<b>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).*</b>

### ETEC Standards related to curriculum for Graduate Programs

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	<b>The curriculum design considers fulfilling the program goals and learning outcomes, as the educational, scientific, technical, and professional developments in the field of specialization; and is periodically reviewed.*</b>
3-2-3	<b>The study plan maintains the balance between the theoretical and applied aspects, the research component (if any), and the scientific depth, and takes into consideration the sequence and integration between the academic courses and the educational activities.*</b>
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) according to national and international references.
3-2-6	<b>The learning outcomes of the courses and research activities are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses and research activities with program learning outcomes).*</b>
3-2-7	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.
3-2-8	The learning outcomes of the field experience activities (if any) 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.
3-2-9	Both the program field-experience supervisor and the field supervisor (if any) are informed with the intended learning outcomes and the nature of the tasks assigned 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.
3-2-10	The research components (if any) of the program plan are clearly defined.

\*Essential elements.

As per ETEC standard 3, graduate attributes and learning outcomes at the program level must be precisely defined and consistent with the National Qualifications Framework requirements, 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 appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means, and the results must be used for continuous improvement.

### **ETEC standards related to the design of 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	<b>The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework and with academic, professional, and labor market requirements.*</b>
3-1-3	The program identifies the learning outcomes for the different tracks (if any).
3-1-4	<b>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.*</b>

## **4. PSU Policies and Guidelines Related to Curriculum**

The following are the relevant policies that should be adhered to in revising or developing new academic programs:

- 1- Curriculum Review and Development Policy.
- 2- [PSU Rules and Regulations of Undergraduate Study and Examinations](#) (for undergraduate programs).
- 3- [PSU Unified Bylaws of graduate studies](#) (for graduate programs).
- 4- Other relevant and essential policies include the following:
  - [PSU Guidelines for Program Specification](#)
  - [PSU Guidelines for Course Specification.](#)
  - [Course Design Policy](#)
  - [Textbook Approval Policy](#)
  - [Teaching & Learning Quality Framework Policy](#)
  - [Student Assessment Policy](#)
  - [Information Technology support for Teaching and Learning \(ITTL\) Policy](#)
  - [Benchmarking Policy](#)
  - [College Advisory Board Policy](#)
  - [Stakeholders involvement policy](#)
  - [Academic Freedom Policy](#)
  - [Academic Integrity Policy](#)
  - [Students with Special Needs Policy](#)
  - [Advanced Placement Policy](#)
  - [Academic Calendar Policy](#)
  - [Independent Verification of Student Achievement Policy](#)

- [Procedure for Independent Verification of Student Achievement](#)
- [Credit Transfer Policy](#)
- [Graduation Policy](#)

## **5. Alignment of the curriculum with the PSU Mission and Strategic Plan**

As per ETEC standard 1, any academic program must have a clear and appropriate mission consistent with the institution's mission statements 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.

Hence, in reviewing or designing the curriculum for degree programs, it is essential to align the curriculum to PSU University's mission to ensure the consistency of degree programs with PSU's overall goals and objectives. Here are some steps to align the curriculum with the university mission and strategic plan:

1. Review PSU mission and strategic plan: The first step is to review the university's active mission and strategic plan during program revision or development to understand its goals and objectives and the language used. This will help identify the key areas where the curriculum needs alignment.
2. Identify the goals and objectives of the degree program and the unique features of the degree program. Every degree program has unique features that set it apart from other programs.
3. Revise or draft a new mission statement for the degree program: Your mission statement should be clear and concise and aligns with PSU's mission statement. Use simple language that is easy to understand, reflecting the goals, objectives, and unique features of the degree program while emphasizing the same goals and objectives of the PSU mission. Refer to ETEC Standard 1 Mission and Goals for more information about how to design the mission statement in the Standards for Program Accreditation.
4. Design the learning outcomes and map the curriculum to the learning outcomes: Identify the learning outcomes that will satisfy the mission statement of the degree program. Once the learning outcomes are identified, the next step is to map the curriculum to the learning outcomes. This involves identifying the courses and activities that contribute to each learning outcome. See PSU Guidelines for Program Specification for more information.

## **6. Stakeholder Feedback on Curriculum**

As mentioned in PSU Curriculum Review and Development Policy: Department faculty, students, employers, alumni, and department/college advisory boards are considered key stakeholders of university degree programs. Revisions of degree programs or the establishment of new degree programs should include all stakeholders' opinions as much as possible. This is also consistent with ETEC standard 1.10, which states: **"The program**



**mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.”**

Possible means for obtaining feedback from stakeholders include the following:

- 1- Arranging meetings with stakeholders and collecting feedback for program revisions (minutes of meetings are required); e.g., Program Advisory Board meetings, Alumni meetings, Student meetings, Department Council Meetings, etc.
- 2- Online surveys (e.g., PSU PowerBI surveys, workspace.google.com, and Moodle).
- 3- Meetings with employers and other academic institutions.

PSU Center for Statistics and Information (CSI) has created automated surveys for obtaining feedback from key stakeholders, including the following surveys that can be found in PowerBI (see Figure 4 below):

- 1- Faculty satisfaction survey
- 2- Course evaluation survey-course
- 3- Course evaluation survey-faculty
- 4- Program exit survey
- 5- Midway survey
- 6- Alumni survey
- 7- Employer surveys
- 8- COOP training surveys

It is important to coordinate with CSI if there is a need to conduct online surveys for program revisions or establishment. Contact the program director to gain access to the PowerBI. Figure 4 shows a screenshot of a program evaluation survey obtained from PowerBI.

[The PSU Stakeholder Involvement Policy](#) and the [College Advisory Board Policy](#) provide guidelines for establishing Advisory Boards to help create and foster a strong partnership between PSU and relevant constituencies from industry, business, government, and society at large to address better the needs of the industry and improve the quality of the academic programs, and prepare graduates to fit the job market needs. **Sincere consideration of feedback from advisory boards in curriculum review and development is essential for approval.**

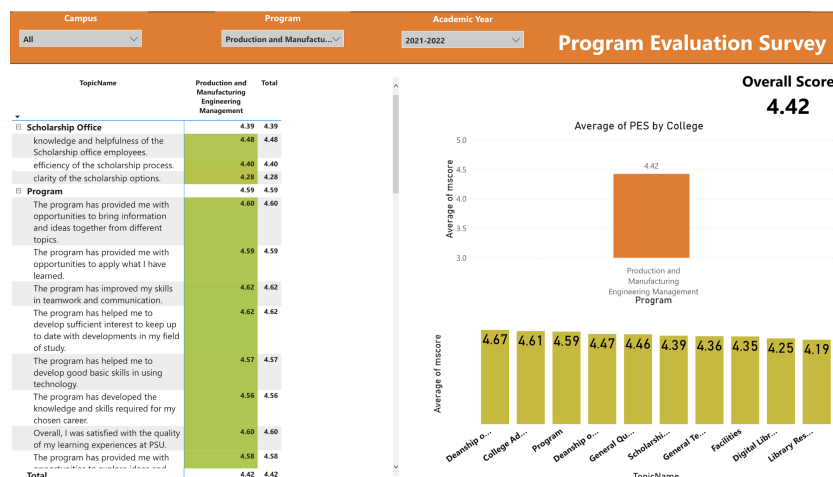


Figure 4 Example of a Program Evaluation Survey in PowerBI



## 7. Benchmarking with other institutions for Curriculum Design

Benchmarking: Refers to the process of studying, comparing, and reviewing degree programs or best practices against similar degree programs or best practices in use by other Colleges, Universities, or similar HEIs. In concert with ETEC terminology and nomenclature practices, benchmarks are boxed into the following set of typologies:

Actual Benchmark: Refers to the current curriculum design for the existing degree program offered at PSU.

External Benchmark: Refers to a benchmark from another similar institution or program with which curriculum design is being compared.

According to the Curriculum Review and Development Policy, benchmarking is required for any program change or course revision. This benchmarking process could be formally through the Center of Statistics and Information or through informal procedures by obtaining curricula of other reputable institutions. Commonly, detailed designs of degree programs are available on the internet for universities.

In justifying curriculum design changes, it is important to benchmark against internal and external reputable universities that have rich experience in delivering the same degree program. Unclassified and unrecognized institutions, or institutions that do not have a strong reputation, cannot be used to conduct benchmarking. **Nevertheless, it is essential to note that benchmarking should not be considered the only factor in designing a curriculum since the needs of the local job market and local society are generally different from the needs surrounding other universities abroad. It should be used with caution and mostly to adapt to changes in the specialization.**

### B. Procedures for program course reviews

As mentioned in the Curriculum Review and Development Policy, the primary purpose, of course reviews is to ensure that course materials are adequately updated and delivered using appropriate pedagogical approaches while keeping pace with significant developments related to the course. These reviews do not affect the program structure or introduce significant changes to the degree plan and are often initiated by program faculty.

Below are the general procedures for updating any course curriculum:

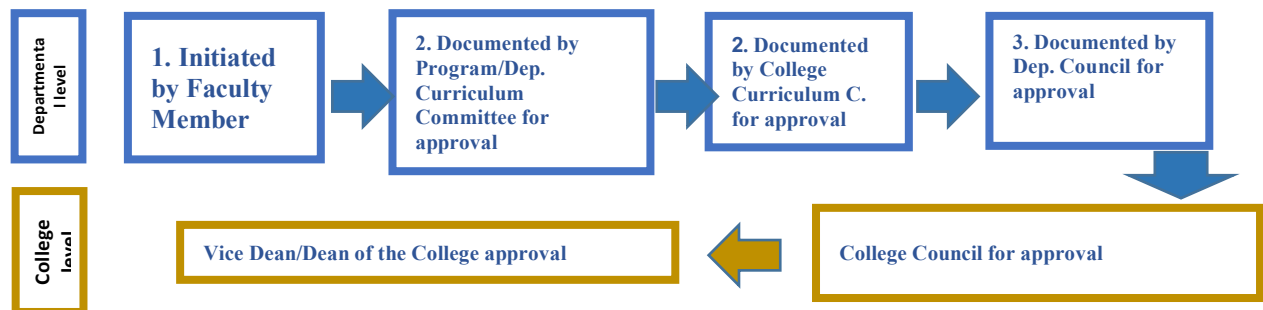
- 1- First, identify the need for a course change: such as changes in industry needs, feedback from students and faculty, developments in the course topics, essential modifications that will enhance delivery, of course, learning outcomes, etc. This need must be specified in the course review form (Form A) given in the Appendix. Results from the course report should be used to justify curriculum changes. Questions to consider when justifying course curriculum revisions include:
  - a. Are the course learning outcomes satisfying program learning outcomes?
  - b. Does the course cope with the latest updates in the relevant specialization?
  - c. Is the course content up to date with job market requirements?

- d. Is the course equivalent to similar courses offered in leading higher education institutions?
  - e. Are there any curricula that should be added or removed from the course?
  - f. Are teaching assessments appropriate for the course?
- 2- Determine the Changes Needed: Determine the specific changes required in the course curriculum. These major changes that require approval could be one of the following:
  - a. Changing the title or code of a course.
  - b. Major update of the course specification (textbook change, major course content change, etc.)
  - c. Redistribution, of course, credit hours (Lecture, Recitation, Lab).
  - d. Changing course requirements (Perquisites, co-requisites, senior standing, etc.).
  - e. Conversion of an On-campus course to an Off-campus Course.
- 3- Conduct a short benchmark analysis of the changes proposed. Refer to PSU's [Benchmarking Policy](#) for more information.
- 4- Conduct a short stakeholder analysis, if applicable. Refer to PSU's [Stakeholders involvement policy](#).
- 5- Prepare the course review proposal package, which includes:
  - a. Complete PSU Course Revision Form available in Attachment I.
  - b. A copy of the most recent approved ETEC T4 course specification and ETEC T7 course report.
  - c. Complete the revised ETEC T4 course specification template with all sections completed and all necessary signatures from the department council and curriculum committee. Detailed information about completing T4 templates for Course Specifications can be found in [PSU Guidelines for Course Specification](#).
  - d. Attach benchmarking analysis and stakeholder analysis reports, justifying the changes in the course. See sections on benchmarking and stakeholder analysis for more information.
  - e. Copy of approved minutes of meetings of involved committees and councils.
- 6- Obtain Required Approvals: The proposal should be reviewed and approved by the department curriculum committee, the department council, the college council, and VPAA. Once all the approvals are obtained, the changes can be implemented.
- 7- After receiving approval for the changes proposed, the department head should communicate the updates to the registration office to update course records and the program website, as applicable and necessary.
- 8- Implement Changes: The faculty responsible should then implement the proposed changes per the revised course specification in the next course offering. The QAC of the responsible department should secure a record of the new course specification.

The responsible faculty should then evaluate the impact of the changes on the course curriculum, its effectiveness, and its ability to meet the planned objectives. Based on feedback

and analysis, the course curriculum should be modified and continuously reviewed for improvements.

Figure 5 depicts the flowchart for the course review process. The applicable form for Course Revision can be found in Appendix I. Detailed information about how to complete the ETEC T4 Course Specification template can be found in PSU's [Guidelines for Course Specification](#).



**Figure 5. Course review approval process**

### **C. Procedures for converting on-campus courses to off-campus courses**

In reference to Article 8 of the Rules and Regulations of Undergraduate Study and Examinations, the course professor can suggest converting the teaching of his course to one of the modes of off-campus education, which include:

- a. Blended learning (at least 25% of the teaching hours for a course in a non-attendance mode).
- b. Distance education (teaching hours will be remote)
- c. Self-Education
- d. Cooperative training course
- e. Summer training course

The faculty must prepare a detailed proposed course description, using the ETEC course specification template (T4) or ETEC field experience specification template (T5), as applicable, with all sections completed, and submit his request to the head of the department demonstrating the suitability of his course and course enrollees for off-campus learning, provided that the request is made at least eight weeks before the start of the semester. The procedures for converting on-campus courses to off-campus courses are similar to those for course revisions, mentioned above. However, additional ICC review and proposal approval is required before VPAA approval.

## **D. Procedures for developing new free electives for an existing program**

As mentioned in PSU's Curriculum Review and Development Policy, introducing a new free elective course is not considered a program change, provided that the proposed free elective course is not a substitution for an existing required course or results in adding more credit hours to the program. Free electives allow faculty to convert their research into courses to disseminate new knowledge in the specialization, especially in graduate degree programs. It can also be used for addressing particular job markets, personnel, and societal demands that are not part of the most recent design of the program.

Below are the procedures for developing a new free elective course:

- 1- First, identify the need for a new free elective course: such as changes in industry needs, feedback from students and faculty, developments in the job market, an essential course for employment in a company, etc. Attachment I specifies this need in the new course form (Form B).
- 2- Prepare the free course elective proposal package, which includes:
  - a. Complete PSU new Course Form available in Attachment I (Form B).
  - b. Prepare a new course specification ETEC T4 for the new free elective. complete all sections and obtain all necessary signatures from the department curriculum committee and department council. Detailed information about completing T4 templates for Course Specifications can be found in [PSU Guidelines for Course Specification](#).
  - c. An Executive Summary summarizes the new free elective proposed, the motivations for introducing it, and how it meets the current demand in the job market and addresses developments in the specialization.
  - d. A benchmarking analysis report includes benchmarking with local, regional, and international reputable universities with good standing in international rankings (minimum two universities for each). Refer to PSU's [Benchmarking Policy](#) and the first section of this document for more information.
  - e. Stakeholder surveys and analysis report supporting the introduction of the new free elective (faculty, students, employers, alumni, advisory board, as applicable and permissible). Refer to PSU's [Stakeholders involvement policy](#) and the first section of this document for more information.
  - f. Attach any other evidence supporting the introduction of the new free elective, including professional body standards related to the degree specialization, a request by an employer, etc.
  - g. Copy of minutes of meetings of involved committees and councils (see below).
  - h. An implementation plan should address the additional resources needed and the plan for acquiring and utilizing these resources for the new free elective.
- 3- Obtain Required Approvals: The proposal should be reviewed and approved by the department curriculum committee, the department council, the college council, the ICC, and VPAA. Once all the approvals are obtained, the changes can be implemented.

- 4- After receiving approval for the changes proposed, the department head should communicate the updates to the registration office to create a new course in Edugate and the program website, as applicable and necessary.
- 5- Implement Changes: The faculty responsible should deliver the proposed elective course per course/field specification. The QAC of the responsible department should secure a record of the new course specification.

The responsible faculty should then evaluate the new free elective course's impact, effectiveness, and ability to meet the planned objectives. Based on feedback and analysis, the course curriculum should be modified and continuously reviewed for improvements.

## E. Procedures for program partial reviews

Program partial changes are the ones required **upon a specific need that must be satisfied immediately**. These changes significantly affect program learning outcomes, structure, organization, delivery, or the basis for program accreditation.

As per PSU Curriculum Development Policy, a program partial review can be initiated and proposed by any faculty or department committee at any time **if an urgent need arises that must be completed on time for the next comprehensive review cycle**.

Program Partial reviews may include any one or more of the following changes:

- a. Changes in the mission statement of the program.
- b. Changes in the degree program title.
- c. Changes in program learning outcomes.
- d. Changes in degree program objectives.
- e. Changes in the general program structure (e.g., number of credit hours, arrangement of courses, etc.).
- f. Changes in the courses offered at different levels (Adding and/or Deleting courses).
- g. Adding or changing a concentration/track.
- h. Adding elective courses that replace required courses or adding more credit hours to the program.
- i. Any other significant change to the program design and structure.

Below are the procedures for developing a program change proposal:

- 1- First, identify the immediate need for the program change: such as essential program change for accreditation/reaccreditation, responding to the Ministry of Education's new rules and regulations, correcting a significant deficiency in the current program being offered, responding to a request of a major employer of program graduates, etc. This need must be specified in the Program Change form (Form C) in Attachment I.
- 2- Prepare the free program change proposal package, which includes:
  - a. Complete PSU Program Change Form available in Attachment I (Form C).
  - b. A copy of the most recent approved ETEC T4 program specification and the most recent approved Annual Program Report ETEC T6 for the program.
  - c. Prepare a new program specification document ETEC T3 that reflects the desired program changes. Complete all sections and obtain all necessary signatures from the department curriculum committee, department council, and college council. Detailed information about completing T3 templates for Program Specification can be found in [PSU Guidelines for Program Specification](#).
  - d. Complete all necessary ETEC T4 Course Specification Templates. [PSU Guidelines for Course Specification](#) explains how to complete this form.
  - a. An Executive Summary of the changes proposed, the motivations supporting the changes **and justification of the immediate need to change**, and the process used to conduct a partial curriculum review. The executive summary must also mention how the degree program continues to meet job market demands as per the Ministry of Education rules.
  - b. All impacted ETEC forms (T3, T4, T5 for undergraduate programs) were revised using the most recent templates with all sections completed and with all

necessary signatures and any other relevant documentation that needs to be updated due to the change proposed.

- c. A benchmarking analysis report includes benchmarking with local, regional, and international reputable universities with good standing in international rankings (minimum two universities for each). Refer to PSU's [Benchmarking Policy](#) and the first section of this document for more information.
  - a. Stakeholder surveys and analysis report supporting the changes proposed (faculty, students, employers, alumni, advisory board) as applicable and permissible. Refer to PSU's [Stakeholders involvement policy](#) and the first section of this document for more information.
  - d. If applicable, feedback from accreditation agencies or updates in accreditation or licensing standards supporting the immediate curriculum changes needed.
  - e. Any other evidence supporting the change, including professional body standards related to the degree specialization or a requirement from an employer.
  - f. Copy of minutes of approved meetings of involved committees and councils.
  - g. An implementation plan should address the impact the changes will have on existing program enrollees, the changes needed in the registrar system, the additional resources needed, and the plan for acquiring and utilizing these resources. See Form E in Appendix I.
- 3- After proposal completion for partial program review, the subcommittee responsible should seek proposal approval from the respective department curriculum review committee, department council, and college council.
  - 4- Upon obtaining necessary approvals, the college dean forwards an electronic copy of the proposal, with a copy of all approved minutes of the meeting, to both the Vice President of Academic Affairs and the institutional curriculum committee requesting a review of the proposal.
  - 5- The institutional curriculum committee should review the proposal content to ensure compliance with this policy and to give recommendations for improvement. A review report is prepared, and a meeting is held to discuss the review comments with a college representative defending the proposal. The ICC then decides to either recommend forwarding the proposal to the university council for approval with possibly minor changes or to resubmit the proposal after addressing review comments made by ICC members within two months of receiving the request. Upon receiving the revised proposal and after addressing all major review comments, a recommendation is sent to the president to forward the proposal to the university council.
  - 6- After obtaining university council approval, the council (or whoever it authorizes) must seek the views of 3-5 external reviewers from an academic institution per the Ministry of Education rules and regulations for higher education, see Attachment II. Based on the recommendations of the external reviewers, the University Council takes the necessary actions to submit a request to approve the changes by the university board of trustees and, subsequently, the Ministry of Education.
  - 7- The external review body should be an institutional academic body (scientific department or consulting institute) affiliated with a university accredited by the Education and Training Evaluation Commission, and the review should be conducted by a group of faculty members belonging to the same general specialization of the

program to which the plan follows. A special form from the Ministry of Education for this requirement is available on their website.**Some Important Considerations for program partial reviews**

As mentioned in PSU's Curriculum Development Policy, courses listed as Important Courses in the Saudi Standard Classification for Educational Levels and Specializations for the degree specialization should not be omitted from the program. Furthermore, if there is a conflict between the Ministry of Education/Accreditation requirements and key stakeholder requirements, the Ministry of Education/accreditation requirements take preference.

## **F. Procedures for program comprehensive reviews**

As per PSU's Curriculum Development policy, each degree program within the university must undergo a comprehensive review of its academic curricula every 2 to 5 years to accommodate changes in the job market and developments in all aspects of the program specialization. The specific period between comprehensive reviews for each program is determined by the Vice President of Academic Affairs (**VPAA**). This mandate complies with Standard 3.2 of the Education & Training Evaluation Commission.

Program comprehensive reviews may include the following changes:

- a. Revising the mission statement of the program (mandatory as per PSU policy)
- b. Changes in the degree specialization as per SCELS.
- c. Changes in the degree program title.
- d. Revising program learning outcomes.
- e. Revising degree program objectives.
- f. Revising the general program structure (e.g., number of credit hours, arrangement of courses, etc.).
- g. Revising the courses offered at different levels (Adding and/or Deleting courses).
- h. Adding or changing a concentration/track.
- i. Adding elective courses that replace required courses or adding more credit hours to the program.
- j. Any other significant change to the program design and structure.

Below is the step-by-step procedure for program comprehensive reviews:

- 1- **Forming a Committee:** The College dean or department chair should form a sub-committee to prepare a comprehensive review proposal. The committee should be composed of experienced faculty and possibly industry experts to carry out the curriculum development process.
- 2- **Conducting Research and Need Assessment:** The committee should gather information to identify the necessary changes needed in the program. The sources of information include the following:
  - a. New requirements for the degree by the Ministry of Education for the specialization as per SCELS and any amendments. (Contact ICC)
  - b. New requirements for the degree by the Ministry of Education for the program's design as per NQF and any amendments. (Contact ICC)
  - c. The most recent PSU mission statement and strategic plan.



- d. If applicable, new accreditation requirements are raised by ETEC and other relevant international accreditation agencies, e.g., ABET, AACSB, etc.
- e. New requirements of relevant professional body standards associated with the degree specialization.
- f. Annual program report recommendations related to curriculum.
- g. Historical advisory board recommendations related to curriculum.
- h. Surveying similar programs offered by reputable national and international universities.
- i. Consulting with government professional academic institutions, e.g. (SIDF academia, PIF academia, etc.)
- j. Conducting online surveys on key stakeholders: faculty, students, alumni, employers, and other key stakeholders to gather new ideas related to curriculum and to understand their expectations.
- k. Conduct a needs assessment of the degree program currently offered by analyzing labor market trends, employer needs, and the program's strengths and weaknesses of the degree program.
- l. Examine the trend of student enrollment in the currently offered degree program.

- 3- **Revise Mission Statement:** Based on the above research and need assessment, revise the mission statement to ensure it is aligned with the PSU mission statement and addresses all requirements by the Ministry of Education, accreditation agencies, a most recent update of the PSU strategic plan and after consideration of the opinion of program stakeholders and consideration of benchmarking analysis.
- 4- **Initial Curriculum Review:** Based on the revision of the mission statement, develop the revised program curriculum: revise all pertinent program content, including Program Learning Outcomes, Program Objectives, Program Graduate Attributes, Program Objectives, Course Learning Outcomes, Course Textbooks, Degree Plan, etc. Consider removing outdated courses or content and adding new courses or content that align with the revised learning outcomes. Consider incorporating new technologies, techniques, or methods relevant to teaching, learning, and assessment. Complete the first draft of the relevant ETEC templates (T3, T4, and T5).
- 5- **Consultation:** Arrange a meeting with program/college advisory boards to consult them and obtain their feedback on the proposed changes identified based on the internal research conducted. Record the minutes of the meeting and obtain board members' approval of the minutes.
- 6- **Completing the Proposal:** Prepare the comprehensive program review proposal package, which includes:
  - a. Complete PSU Program Comprehensive Review Form in Attachment I (Form C).
  - b. A copy of the most recent approved ETEC T4 program specification and the most recent approved Annual Program Report ETEC T6 for the program.
  - a. An Executive Summary of the changes proposed, the motivations supporting the changes, and the process used to conduct a comprehensive curriculum review. The executive summary must also mention how the degree program

continues to meet job market demands (this section is essential for MOE approval).

- c. All impacted ETEC forms (T3, T4, T5) were revised using the most recent templates with all sections completed, with all necessary signatures and any other relevant documentation that needs updating due to the proposed change. Detailed guidelines prepared by PSU QAC about how to complete T3 templates for Program specifications and T3/T4 templates for course/field specifications can be found in the reference section.
- b. A benchmarking analysis report includes benchmarking with local, regional, and international reputable universities with good standing in international rankings (minimum 2 universities for each). Refer to PSU's [Benchmarking Policy](#) and the first section of this document for more information.
- b. Stakeholder surveys and analysis report supporting the changes proposed (faculty, students, employers, and alumni). Refer to PSU's [Stakeholders involvement policy](#) and the first section of this document for more information.
- c. If applicable, feedback from accreditation agencies or updates in accreditation or licensing standards supporting the immediate curriculum changes needed.
- d. Any other evidence supporting the change, including professional body standards related to the degree specialization or a requirement from an employer.
- e. Copy of minutes of approved meetings of involved committees and councils.
- f. An implementation plan should address the impact the changes will have on existing program enrollees, the changes needed in the registrar system, the additional resources needed, and the plan for acquiring and utilizing these resources. See Form E in Appendix I.

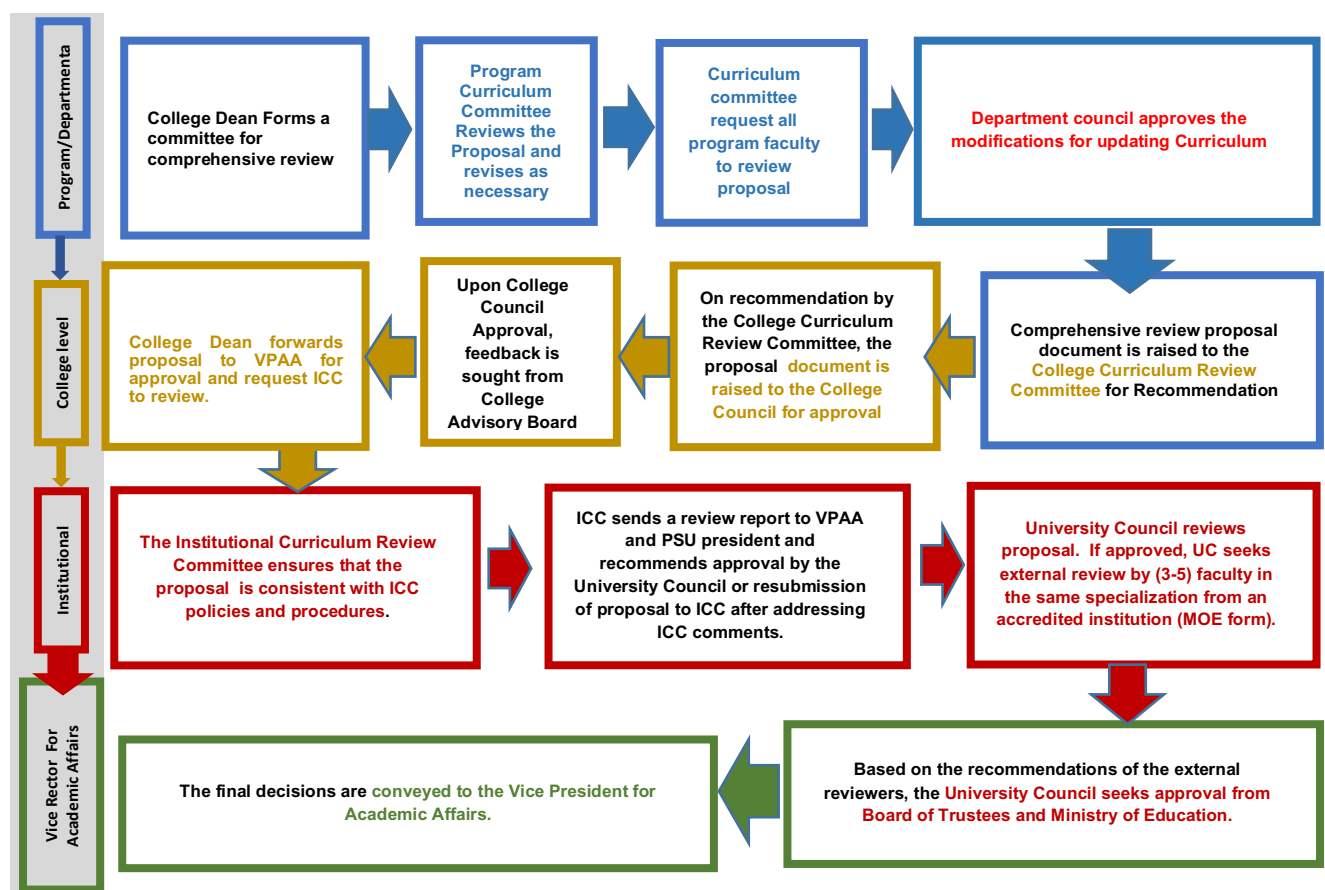
8- **Proposal Approval:** After the proposal completion for a comprehensive review, the subcommittee responsible should seek approval of the proposal, similar to the program partial review proposal approval process given above.

## **Some Important Considerations for comprehensive program reviews**

As per PSU Curriculum Development Policy, the following are the expectations for comprehensive reviews:

- Review the program's mission statement and any pertinent program content; (Program Objectives, Learning Outcomes, etc.) to ensure alignment with PSU/College active mission statements and strategic plans at the time of proposal preparation.
- Program description, learning outcomes, and list of essential courses in the degree program are consistent with SCELS.
- The descriptions and wording of PLOs and CLOs are consistent with the same degree-level descriptions specified in NQF.
- Compliance with all ETEC curriculum development standards mentioned in [section 3.2](#) of ETEC standards for undergraduate and graduate programs. (See section A of this document for more details).
- The design of the degree program adheres to all relevant PSU policies given in the reference section.

- All proposal packages and sections must be completed and submitted, particularly all the sections in ETEC templates (T3, T4, and T5) and PSU curriculum development forms.
- The proposal addresses any new requirements raised by the Ministry of Education.
- The proposal addresses any new accreditation requirements raised by national/international accreditation agencies.
- Consideration of recommendations raised in annual program reports related to curriculum review.
- Sincere consideration of all recommendations raised by program key stakeholders, particularly faculty, students, alumni, and employers.
- Sincere consideration of advisory board recommendations.
- Sincere consideration of all recommendations raised by external reviewers.
- Sincere consideration of PSU/College strategic plan action items related to curriculum.
- Consideration of developments in the specialization and job market.
- Consideration of updates in relevant professional body standards associated with the degree specialization.
- Sufficient benchmarking analysis completed.
- Recommendations by external reviewers of the revised curriculum by at least 1 external reviewer prior to the final external review.



**Figure 6. Comprehensive/Partial program review approval process**

## G. Procedures for establishment of new degree programs

In the event that the college wishes to develop a new degree program, an **Intention Letter** needs to be prepared and approved by the university council before submitting a complete program proposal to ICC. New degree programs may be one of the following:

- a. Undergraduate major degree program,
- b. Undergraduate interdisciplinary degree program,
- c. Undergraduate double degree program,
- d. Undergraduate minor degree program,
- e. Undergraduate exit degree program (3-year medium diploma),
- f. Graduate degree program (Master's or Ph.D.),
- g. Graduate interdisciplinary program (Master's or Ph.D.).

The intention letter can be prepared by any faculty or group of faculty from different departments. Below is the step-by-step procedure for new program intention letter development:

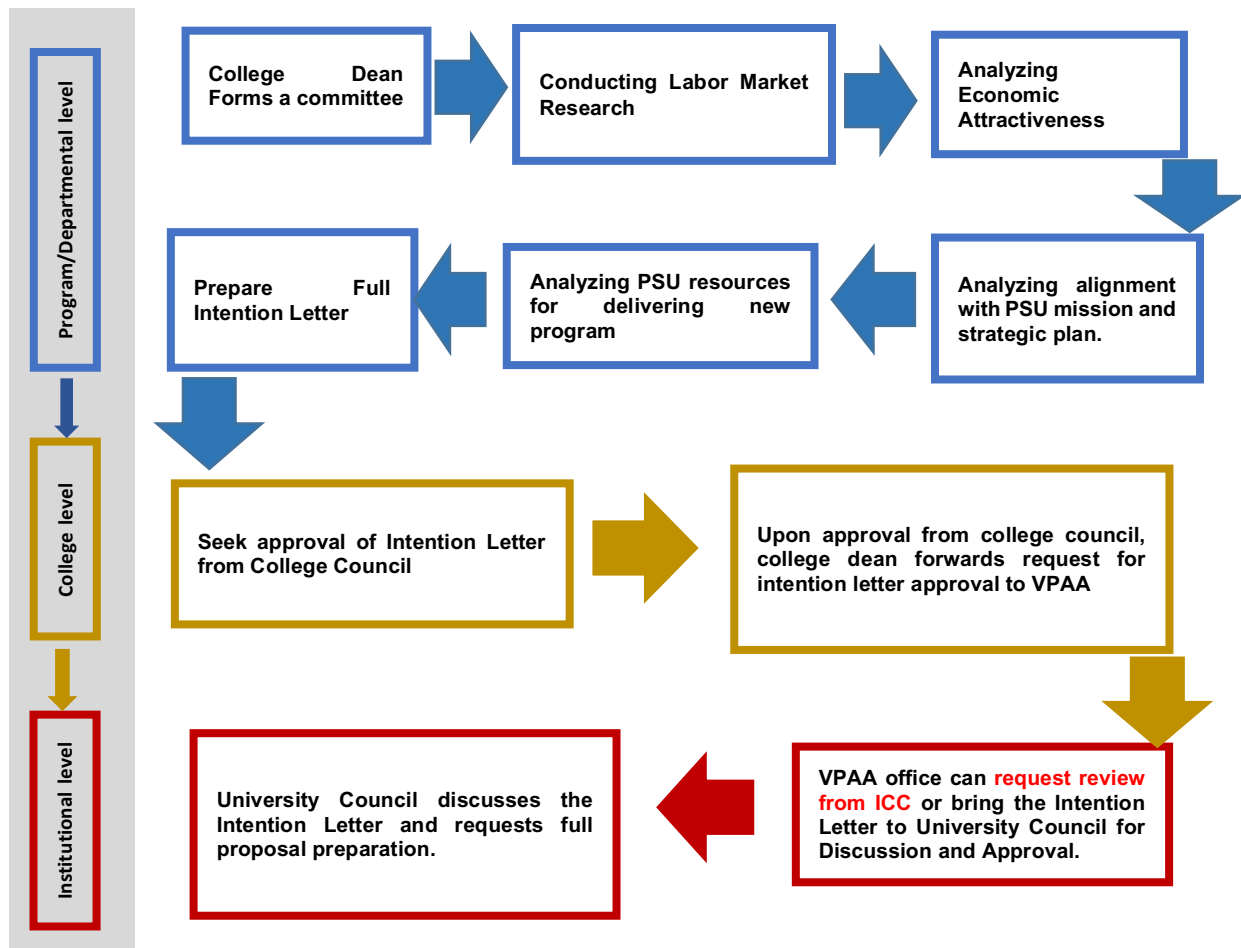
- 1- **Forming a Committee:** The college dean hosting the new program or department chair should form a sub-committee to prepare an intention letter proposal. The committee should be composed of experienced faculty and possibly industry experts to carry out the curriculum development process.
- 2- **Conducting Labor Market Research:** The committee should gather information to identify the potential employability of the prospective new program graduates and the skills and qualifications employers are looking for. Look at current and projected labor market trends in the field related to the new degree program. This can include job growth, salary trends, and employer demand. Some sources of information are:
  - a. Labor market reports and statistics: [The General Authority of Statistics](#) for determining the trend of employability for the specific degree and specialization under consideration.
  - b. International labor market statistics: [OECD](#) and [International Labor Organization](#).
  - c. [Ministry of Education Statistics for Higher Education](#). Helpful in determining the enrollment rate of similar programs in KSA.
  - d. Saudi Arabian General Investment Authority (SAGIA): The organization provides information on industries that are expected to grow in the country, which can be useful in determining the types of jobs that will be in demand.
  - e. Job portals and recruitment websites: Online job portals and recruitment websites, such as Bayt.com, GulfTalent, and Naukrigulf, provide information on job opportunities and the skills most in demand by employers in Saudi Arabia.
  - f. Surveying program websites of universities offering the same program to examine the rate of employability of their graduates and alumni job positions.
  - g. Employer surveys or interviews with employers in the field to gather feedback on the new degree program and its potential employability and availability of internship assignments for the new program. Ask about the skills and competencies they seek in new hires and if they would consider hiring graduates from the new program.

- 3- **Analyzing Economic Attractiveness:** The committee should gather information to identify the potential economic attractiveness of the prospective new program. The following are the steps that need to be followed:
- Estimate the costs of developing and delivering the prospective degree program, such as faculty salaries, facilities and equipment, marketing and recruitment, and administrative expenses. Consider the potential revenue sources, such as tuition fees, grants, and partnerships. Contact the financial office for assistance in obtaining cost estimates.
  - Analyze costs: Use the labor market research completed earlier and cost estimates to analyze the economic attractiveness of the prospective degree program. This can be done using discounted cash flow analysis or simple payback period analysis. Examples of this analysis are shown in Appendix II.
  - Assess risk: Evaluate the risks associated with offering the new degree program, such as changes in demand, competition from other programs, regulatory changes, and unexpected costs or delays. Consider these risks' likelihood and potential impact, and develop contingency plans to mitigate them.
  - Make a recommendation: Based on market research, cost analysis, financial projections, and risk assessment, make a recommendation about the economic attractiveness of the degree program. Include any assumptions, limitations, and uncertainties in your recommendation.
- 4- **Alignment with PSU mission:** Evaluate if the proposed degree program aligns with the university's mission, strategic goals, and academic strengths. Consider if the program complements existing programs or if it overlaps with them.
- 5- **Resource Analysis:** Determine if the university has the faculty and staff to support the proposed degree program. Consider qualified instructors' availability, teaching loads, and research interests. Determine if the university has the infrastructure to support the proposed degree program. Consider factors such as classroom space, laboratory facilities, and technology resources.
- 6- **Prepare the Intention Letter:** Prepare the intention letter, which includes:
- A general description of the new program and its adherence to the Saudi Standard Classification for Educational Levels and Specializations, mentioning the exact title and specialization number and alignment with PSU's mission and strategic plan.
  - Summary of labor market analysis.
  - Summary of financial analysis.
  - Summary of resource analysis.
  - Any required external services required for full proposal preparation, including external curriculum development and consultation services.

Form D in Attachment I should be used for preparing the Intention Letter.

- 7- **Intention Letter Approval:** After the intention letter completion for the establishment of a new program, the subcommittee responsible should seek approval of the intention letter from the college council, VPAA, ICC, and University Council for complete proposal submission.

- 8- **Full Proposal Preparation:** Upon approval of the Intention Letter by the university council, a complete proposal can be prepared by a subcommittee formed by the college dean to host the program. The proposal elements and the procedure for developing the proposal are similar to program comprehensive review proposals given in section f, above.



**Figure 7. Intention Letter Preparation and Approval**

## H. Procedures for establishment of double/minor degree programs

Double and minor program proposals do not require an intention letter approval from the university council. The duration of the double major program results in only one additional academic year with the same average load to obtain a second degree (reasonable graduation time requirement for ranking and accreditation).

On the other hand, the duration of minor programs should result in only one additional academic semester with the same average load to obtain a secondary degree.

The following are the steps for establishing double/minor undergraduate programs:

- 1- **Demand Analysis:** Research the demand for the proposed double/minor program. Look at existing double/minor major programs other universities and colleges offer, and analyze their popularity and enrollment numbers. Consider the needs of potential students who would benefit from a double/minor major. Conduct internal student online surveys and if possible external employer online surveys.
- 2- **Alignment with PSU Mission:** Determine if the proposed double/minor program aligns with PSU's mission, strategic goals, and academic strengths. Consider whether the double/minor program complements existing programs or overlaps with them.
- 3- **Establish program requirements:** Determine the double/minor program requirements. Consider the minimum number of credits required for each major, the timeline for completing the program, and any additional requirements, such as internships or capstone projects.
- 4- **Curriculum Design:** Develop the curriculum for the double/minor major program. Determine the required courses for each major and any overlapping courses that students can count towards both majors. Ensure that the duration of the double/minor program is consistent with what was mentioned above.
- 5- **Establish admission criteria:** Determine the admission criteria for the double/minor program. Consider the academic requirements, such as GPA and course prerequisites.
- 6- **Develop advising and support services:** Develop advising and support services for students in the double/minor major program. Consider the additional advising and support students may need to complete both majors successfully. Refer to PSU's Academic Advising Policy.
- 7- **Prepare Proposal:** Prepare a proposal document with the following sections:
  - a. Executive summary of the proposed double/minor program. Its alignment with PSU's mission statement, its demand from students and the job market, its applicability at PSU, its adherence to SCELS and NQF, its feasibility for students to complete with a maximum of one semester for a minor and two semesters for a double/minor major and the concurrence and approval of both hosting programs.
  - b. Detailed degree plan for the double/minor program with a flow chart showing how students will progress.
  - c. Attach the ETEC T3, T4, and T5 forms for both programs.
  - d. An implementation plan that should address the impact the new double/minor program will have on existing program resources, the changes needed in the registrar system, the additional resources needed, and the plan for acquiring and utilizing these resources.

- 8- **Proposal Approval:** After completion of the establishment of a new double/minor program, the subcommittee responsible should seek approval of the proposal from the department council of both programs, the college council of both programs, VPAA approval, ICC review and recommendation, and University Council approval.
- 9- **Implement new double/minor program:** The faculty responsible should then deliver the proposed elective course as per course/field specification. A record of the new course specification should be secured from the QAC.

## I. Procedures for the establishment of interdisciplinary degree programs

The definition of an interdisciplinary degree program is as follows:

***“A program that is prepared and implemented by faculty with more than one specialty, with specific learning outcomes that cannot be achieved through a single knowledge specialization.”***

It is a new academic program with new learning outcomes derived from integrating and harmonizing learning outcomes of two branches of knowledge or two programs (or more). The advantages of interdisciplinary programs are as follows:

1. They help to keep pace with developments in specializations that cross disciplines.
2. They can require minimum additional resources compared to new degree programs (see example below).
3. They help to foster collaborative research that crosses disciplines.

The procedures for establishing interdisciplinary degree programs are similar to those for establishing any new academic program. However, there are some important additional considerations when designing a new interdisciplinary program that we briefly discuss here.

The 2020 National Qualification Framework (page 22), defines qualifications as follows:

*“Qualifications originate from major-specialized programs built on a scientific basis - representing either a single knowledge discipline or **cross-disciplinary**, based on scientific evidence in which more than one discipline is involved, with specific outcomes that cannot be achieved through a single knowledge discipline. Providing the total knowledge acquired from other modules does not exceed 10%, in light of the following:*

1. **A Major Specialization:** *Is a specialty subject-area studied in college or any other recognized educational institution. The number of credit hours for a major specialization should be a minimum of 30% and a maximum of 60% of the primary requirements for the specialization. University requirements are not included thereof. These requirements should be included in the learner's transcript.*
2. **A Minor Specialization:** *Is a subject area studied outside the primary area of specialization in college or any recognized educational institution. The number of credit hours for a minor specialization should be a minimum of 25% and a maximum of 30% of the primary requirements for the specialization. This should be included in the learner's transcript along with the specialization field.”*



As per Curriculum Review and Development Policy, the design of any interdisciplinary program should adhere to the following guidelines:

- a) Any two or more academic departments within the university can propose a new Interdisciplinary program.
- b) Approval of the department councils involved in its implementation and the college councils of the involved colleges to which those departments are affiliated.
- c) The interdisciplinary program shall be localized in the academic department that contributes the most significant number of new courses, corresponding to the Major Specialization department.
- d) The program is administered by a joint committee from the departments participating in the interdisciplinary program. It is responsible for its evaluation and quality before the college dean, responsible for the department supervising the program.
- e) A chairperson is appointed for the committee by the decision of the Vice President of Academic Affairs. The committee is directly linked to the Dean of the college to which the program is affiliated.

To demonstrate with an example, consider establishing a new interdisciplinary program involving Finance and Engineering, called **Financial Engineering**. PSU's Production Engineering Management and Finance program can contribute to this new program. The following is the degree program structure for both programs at PSU:

**B.Sc. Program in Production Engineering Management**

University Requirements	23 Credits
College Requirements	45 Credits
Program Requirements	60 Credits
Field Experience/Internship	10 Credits
<b>TOTAL</b>	<b>135 Credits</b>

**B.Sc. Program in Finance**

University Requirements	23 Credits
College Requirements	61 Credits
Program Requirements	48 Credits
Non-Business Electives	3 Credits

<b>TOTAL</b>	<b>135 Credits</b>
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The resulting Financial Engineering program can have the following program structure (Considering the Production Engineering management program to be the major specialization):

### **B.S. Program in Financial Engineering**

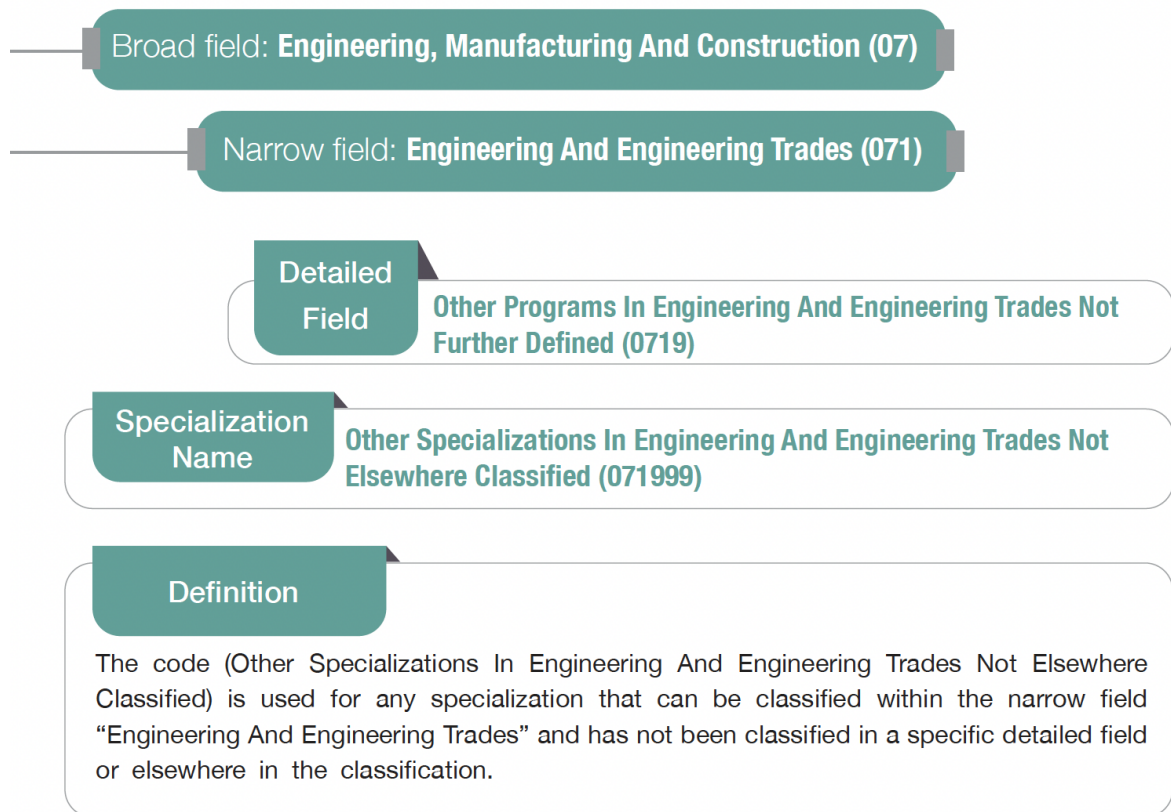
University Requirements	23 Credits
Engineering College Requirements	45 Credits
Program Requirements from Prod. Eng. Manag. (60%)	36 Credits
Program Requirements from Finance (30%)	14 Credits
New Financial Engineering Interdisciplinary Courses	30 Credits
Field Experience/Internship	10 Credits
<b>TOTAL</b>	<b>135 Credits</b>

Here, we note the following:

1. The Specialization Name "Financial Engineering" is not part of SCELS names. Hence, the classification (071999) can be used in this case; see below excerpt from SCELS.
2. The hosting college will be the College of Engineering. Hence, the college requirements for the new interdisciplinary program could be the same in this case.
3. The hosting department for the new interdisciplinary program in Financial Engineering would be the Prod. and Manuf. Eng. Mang. department since it is the **Major Specialization** program that is contributing 60% of its primary requirements to the new interdisciplinary program.
4. The Finance program is contributing 30% of the primary requirements of its specialization to the new interdisciplinary program. Hence, we consider the Finance program as the **Minor Specialization**.
5. New interdisciplinary courses are developed with 30 credit hours dedicated to **Financial Engineering** interdisciplinary. These courses should be delivered in an interdisciplinary manner between the faculty of Prod. and Manuf. Eng. and Finance.
6. Alternatively, there could be additional courses from other departments at PSU (e.g., computer science, information systems, accounting, etc.) provided that the number of credit hours from these programs does not exceed 10% of the total credit hours for the degree; i.e., 13.5 credit hours to satisfy the **10% from other modules** requirement set by NQF (see above). In this case, we can have, for example, 12 credit hours from existing PSU programs (other than the two mentioned above) and 18 credit hours of coursework dedicated to pure Financial Engineering which minimizes the extra resources required.
7. A committee of faculty from both degree programs (Major and Minor) should serve as

a department council for the new interdisciplinary program. The chair of the council will serve to be a department chair.

8. Field Experience/Internship was retained since engineering programs usually require Field Experience/Internship.
9. The implicit assumption is that the program requirements are the primary requirements for the specializations. Furthermore, we assume that courses are distinct between the two primary requirements for the two specializations, and the design considers all the prerequisite courses needed.



## List of some interdisciplinary degree programs

### College of Engineering:

1. **Sustainable Engineering (SCELS 071302):** This program focuses on creating sustainable solutions for energy, water, and food systems using principles from environmental science, economics, and engineering.
2. **Robotics and Autonomous Systems (SCELS 071999):** This program combines engineering, computer science, and artificial intelligence to develop robots and autonomous systems that can perform complex tasks in various industries.

### College of Law:

1. **Law and Technology:** This program combines law, engineering, and computer science to explore the legal and ethical implications of emerging technologies, such as artificial intelligence, blockchain, and cybersecurity.

2. **Law and Business (Commercial Law):** This program combines **law and business** to explore the legal and regulatory aspects of business transactions and operations, including corporate governance, mergers and acquisitions, and securities regulation.

### **College of Business Administration:**

1. **Business Analytics:** This program combines **business education with data analytics** to teach students how to use data to make informed business decisions.

2. **Entrepreneurship and Innovation:** This program combines **business education with innovation and creativity** to teach students how to start and grow successful businesses.

3. **Healthcare Management:** This program combines **business education with healthcare** to teach students how to manage and lead healthcare organizations.

### **College of Computer Science:**

1. **Data Science and Analytics:** With the explosion of data in various industries, there is a growing demand for professionals with expertise in data science and analytics. This interdisciplinary field combines **computer science, statistics, and other related fields** to help organizations make sense of the data they collect.

2. **Health Informatics:** The healthcare industry rapidly adopts new technologies to improve patient care and outcomes. Health informatics is an interdisciplinary field that combines **health sciences with computer science and information technology** to manage and analyze healthcare data.

3. **Computational Mathematics:** This program combines **computer science education with mathematics** to teach students how to use computational tools to solve mathematical problems.

### **College of Architecture and Design:**

1. **Sustainable Design:** This program combines architecture and design education with sustainability to teach students how to create environmentally and socially responsible buildings and products.

2. **Urban Design:** This program combines **architecture and design education with urban planning** to teach students how to design cities and urban spaces that are functional and aesthetically pleasing.

3. **Product Design:** This program combines **architecture and design education with engineering** to teach students how to design functional and aesthetically pleasing products.

## References

1. The Saudi Standard Classification of Educational Levels and Specializations issued by Council of Ministers Resolution No. (75) dated 1/27/1442 AH, **and any amendments or updates thereto.**
2. The National Qualifications Framework in the Kingdom of Saudi Arabia, issued by a decision of the Board of Directors of the Education and Training Evaluation Authority in its first meeting for the second session held on 6/16/1441 AH, **and any amendments or updates.**
3. PSU Rules and Regulations of Undergraduate Study and Examinations (for undergraduate programs).
4. PSU Unified Bylaws of graduate studies (for graduate programs).
5. [PSU Guidelines for Program Specification](#)
6. [PSU Guidelines for Course Specification](#)
7. [PSU Guidelines for Field Specification](#)
8. PSU College Advisory Board Policy
9. PSU Stakeholders Involvement Policy
10. PSU Academic Freedom Policy
11. PSU Academic Integrity Policy
12. PSU Benchmarking Policy
13. PSU Teaching & Learning Quality Framework Policy
14. PSU Course Design Policy
15. PSU Textbook Approval Policy
16. PSU Student Assessment Policy
17. PSU Final Examinations policy
18. PSU Students with Special Needs Policy
19. PSU Advanced Placement Policy
20. PSU Academic Calendar Policy
21. PSU Graduation Policy

## Course Review (Form A)

Department:		College:	
Recommended Course Code			
Pre x    ____    ____    ____		Level    ____	
Full Course Title		Course Number	
_____			
Term and Year		Rotating Course    yes    no	
Amount of Credit	Contact Hours:		
_____			
<b>Proposed changes to the course (whichever is applicable)</b>			
1. Title of the course			
2. Course Description			
3. Course Objectives			
4. Course Learning Outcomes			
5. Topics/Topics arrangement			
6. Assessment strategy			
7. Textbook			
8. Others (please specify)			
See ICC Guidelines 2023, paragraph b (2) for detailed guideline			

<b>Justification for the changes:</b> See ICC Guidelines 2023 paragraph b (1) for details. Also include (a) Benchmarking analysis (ICC Guidelines, paragraph (b) (3)) (b) Stakeholder analysis (if applicable) (ICC Guidelines, paragraph (b) (4))			
<b>Prerequisites</b>  (if there is change, state new pre-requisites)		<b>Co-requisites</b>  (if there is change, state new co-requisites)	
Degree Type (mark all that apply) Other _____	Baccalaureate	Graduate	Professional
Category of Instruction	Introductory	Intermediate	Advanced
<b>Required Supporting Documents:</b> 1. Latest Course Report/Combined Course Report. analysis 2. Course Specification (most recent) analysis (if any) 3. Course Specification (Revised) 4. Minutes of Meetings 5. Benchmarking 6. Stakeholder			

## Signatures

Department level approval	
<b>Department Curriculum Committee:</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Department Chair name:</b>	
<b>Date:</b>	
<b>Department Council Approval:</b>	
<b>Signature:</b>	
<b>Date:</b>	

<b>Comments:</b>	
<b>College Level</b> <i>(Prompts: Is there sufficient commitment to the program to sustain it? / Fit with College and Study plan / Ability to resource / Any other comments)</i>	
<b>Date submitted to College Council:</b>	
<b>Date approved by College Council:</b>	
<b>College Council Chair name:</b>	
<b>Signature:</b>	
<b>Comments:</b>	
<b>Vice Dean/Dean of the College name:</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Comments:</b>	





## New Free Elective Form (Form B)

<b>Department Name:</b>		
Recommended Course Code Pre x    _____    _____    _____    Level    _____    Course Number Full Course Title _____		
Term and Year		Rotating Course    yes    no
Amount of Credit _____	Contact Hours:	
Course Description (50 words or less)		
Justification for adding the new course including the following: (a) changes in industry needs (b) students and faculty feedbacks (c) development in the job market (d) others (specify)		
Prerequisites (if any)		Co-requisites(if any)

Degree Type (mark all that apply) Professional      Other	Baccalaureate	Graduate
Category of Instruction Advanced	Introductory	Intermediate
<p>Required documents:</p> <ol style="list-style-type: none"> <li>1. New Course Specification</li> <li>2. Minutes of Meetings</li> <li>3. Executive Summary</li> <li>4. Benchmarking analysis</li> <li>5. Stakeholder analysis</li> <li>6. Implementation plan</li> <li>7. Any other evidence</li> </ol> <p>See; ICC Guidelines 2023, paragraph (d) (2)</p>		

## SIGNATURES:

Department level approval	
<b>Department Curriculum Committee:</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Department Chair name:</b>	
<b>Date:</b>	
<b>Department Council Approval:</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Comments:</b>	

**College Level**

*(Prompts: Is there sufficient commitment to the program to sustain it? / Fit with College and Study plan / Ability to resource / Any other comments)*

**Date submitted to College Council:****Date approved by College Council:****College Council Chair name:****Signature:****Comments:****Vice Dean/Dean of the College name:****Signature:****Date:****Comments:****University Level****Date submitted to ICC****Date approved by ICC****Chair of ICC name:****Signature of Chair of ICC****Comments:**

<b>Vice President For Academic Affairs approval</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Comments:</b>	
<b>University Council Approval</b>	
<b>University Council Chair name:</b>	
<b>Signature of University Council Chair</b>	
<b>Date:</b>	
<b>Comments:</b>	

## Program Review (Form C)

### FOR USE OF:

- 1) **COMPREHENSIVE PROGRAM REVIEW**
- 2) **PARTIAL PROGRAM REVIEW**

*Please consult your Curriculum Review Committee for guidance on the arrangements for approval, and the support available, when commencing work on a major change proposal:*

### SECTION A – INTRODUCTION

<b>A1</b>	<b>Program(s) (award and title):</b>	
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<b>A2</b>	<b>Code</b>	
<b>A3</b>	<b>Level of Program</b> <b>[Bachelor, Graduate,</b> <b>Professional, Others]</b>	
<b>A4</b>	<b>Proposer:</b>	
<b>A5</b>	<b>Academic College and</b> <b>Department:</b>	College: Department:
<b>A6</b>	<b>Classification</b>	Comprehensive [ ]      Partial [ ]
<b>A7</b>	<b>Date of Last Review</b> <b>Approval</b>	First Review [ ]      Subsequent (No) [ ]

## **SECTION B – EXECUTIVE SUMMARY**

<b>B1</b>	<b>Overview</b>	
<b>B2</b>	<b>Rationale for the</b> <b>Urgency of the Review</b>	Should include the following: a) motivation supporting change(s) b) the justification for immediate change(s)
<b>B3</b>	<b>Methodology</b>	Consult ICC Guidelines 2023
<b>B4</b>	<b>Findings</b>	Consult ICC Guidelines 2023

<b>B5</b>	<b>Review procedures</b>	Consult ICC Guidelines 2023
<b>B6</b>	<b>Compliance to ICC Guidelines</b>	Confirmation that this review adheres to the requirements for ICC approval stipulated under the Guidelines. See paragraph (a) of the Guidelines.
<b>B7</b>	<b>How does the degree program continue to meet the job market demand?*</b>	Consult ICC Guidelines 2023

## **SECTION C – IMPLEMENTATION PLAN (FOR COMPREHENSIVE AND PARTIAL REVIEW)**

Section C describes the proposed changes and their justification, overall academic coherence of the program, implications of the proposed changes to other relevant programs at the University, the impact the changes will have on existing program enrolment, the changes needed in the registrar system, the additional resources needed and the plan for acquiring and utilizing these resources. Please consult ICC Guidelines 2023, paragraph (e) for Partial Program Review, and paragraph (f) for Comprehensive Program Review.

<b>C1</b>	<b>Details of proposed changes and rationale</b>
	<p>Should include:</p> <ul style="list-style-type: none"> <li>a) review of the mission statement, program content (POs, PLOs) aligned with University's mission statement and strategic plan</li> <li>b) review of the program content and their consistency with SCELS</li> <li>c) review of the PLOs and CLOs consistency with NQF level descriptors</li> </ul> <p>Provide:</p> <ul style="list-style-type: none"> <li>a) list all relevant supporting document(s) (in the main form)</li> <li>b) attach all relevant document(s)</li> </ul>
<b>C2</b>	<b>Date at which proposed changes will take place</b>
	If current students are affected by the proposed changes, please state to which cohorts this applies.

<b>C3</b>	<b>Anticipated changes to student numbers</b>	
	State whether the changes would affect intake and/or quota and if so, please state current and projected numbers	
<b>C4</b>	<b>Are any of the courses included in this proposal offered by other academic departments?</b>	
	State which academic departments and how they will be affected	
<b>C5</b>	<b>Please list all new courses included in this proposal and state briefly the rationale for their introduction</b>	
	Course Code	Course Title
	Justification	
<b>C6</b>	<b>Please list any existing courses that have been revised as part of this proposal and provide a rationale for any changes</b>	
	Course Code	Course Title
	Justification for removal	

**SECTION D – RESOURCE, FINANCIAL AND INDUSTRY IMPLICATIONS  
(COMPREHENSIVE REVIEW ONLY)**

<b>D1</b>	<b>Resource and Financial implications</b>
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	<p>This section addresses the overall impact on a budget of the academic department and college, reflecting staffing, the costs of teaching and assessment, library, IT and teaching space costs. If there are changes to space, library, or IT requirements, please provide written evidence of consultation and agreement with the Library, ITCS, and college timetable/schedules. If additional student numbers are required from DAR, whether a request has been made. What will be the impact of the proposed changes on teaching, administrative, or technical staff load? Are any additional costs anticipated e.g., new staff?</p> <p>List all relevant supporting evidence/document(s) and attach it to the proposal package.</p>
--	--

## **SECTION E – STAKEHOLDER ENGAGEMENT (COMPREHENSIVE AND PARTIAL REVIEW)**

<b>E1</b>	<p><b>For programs that are part of an educational partnership, please attach comments on the proposal from any program partners (if any)</b></p> <p>Statement must include evidence of action that has been taken by way of response, e.g., if the proposal has been changed as a result.</p>
<b>E2</b>	<p><b>For programs that are subject to professional accreditation, please attach any comments on the proposal from accrediting bodies</b></p> <p>Provide evidence of action that has been taken by way of response, e.g., if the proposal has been changed as a result.</p>
<b>E3</b>	<p><b>For programs with elements of work-based and placement learning, this review has engaged relevant stakeholders (placement providers/employers/host institutions in place for the necessary arrangement)</b></p> <p>Provide evidence of communication, consultation, discussion, and/or agreement.</p>
<b>E4</b>	<p><b>Benchmarking Analysis</b></p> <p>a) Minimum Two local universities b) Minimum Two Regional universities c) Minimum Two International Universities</p> <p>List and attach all relevant supporting evidence/document(s) used in the analysis.</p>

	For detailed guidelines to prepare a benchmark analysis, please consult the ICC Guidelines in paragraph (a).
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## **SECTION F – STAKEHOLDER ENGAGEMENT AND ANALYSIS AND OTHER INFORMATION (COMPREHENSIVE REVIEW ONLY)**

<b>D1</b>	<b>The review engages students' feedback regarding the proposed changes</b>
	Provide evidence of the consultation and state the outcome and detail the arrangements in the stakeholder analysis report
<b>D2</b>	<b>The review engages academic feedback regarding the proposed changes</b>
	Provide evidence of the consultation/survey/etc. and their analysis/outcome
<b>D3</b>	<b>The review engages the College alumni regarding the proposed changes</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D4</b>	<b>The review engages the College Advisory Council regarding the proposed changes</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D5</b>	<b>The review engages Industry/Employers' feedback</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D6</b>	<b>The review engages external reviewers' recommendations</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome. (minimum two reviewers, one of them an international reviewer)

<b>D7</b>	<b>Program annual report</b>
	Provide a copy of the annual program report for the last two academic years preceding the submission of the proposal.

## SECTION E - SIGNATURES

<b>Curriculum Review Committee Chair:</b>	
<b>Signature:</b>	
<b>Name:</b>	
<b>Date:</b>	
<b>Vice Dean of College:</b>	
<i>(Prompts: Is there sufficient commitment to the program to sustain it? / Fit with College and Study plan / Ability to resource / Any other comments)</i>	
<b>Name:</b>	
<b>Date:</b>	
<b>If the program is a joint or combined honors program or includes contributions from more than one academic Department/College all relevant Academic Leaders must comment:</b>	
<b>Name:</b>	
<b>Date:</b>	
<b>Date submitted to College Council:</b>	
<b>Date approved by College Council:</b>	

<b>Comments:</b>	
<b>Signature of Chair of the college council:</b>	
The location of the authority to grant final approval of a proposed program change varies depending on the complexity and risk associated with a program.	
<b>Signature of Chair of ICC:</b>	
<b>Date approved by ICC:</b>	
<b>Comments:</b>	
<b>Signature of Chair of University Council:</b>	
<b>Date approved by University Council:</b>	
<b>Comments:</b>	

## New Program Proposal Letter of Intent (Form D)

<b>College:</b>	<b>Department:</b>	<b>Code<sup>[1]</sup></b>
<b>Certificate Name</b>  <b>Transcript Title (maximum 50 characters)</b>		
<b>Effective Year and Term</b>		<b>Amount of Credit</b>
<b>Program Description (100 words or less)</b>  A general description of the new program and its adherence to the Saudi Standard Classification for Educational Levels and Specializations, mentioning the exact title and specialization number and alignment with PSU mission and strategic plan.		
<b>Requirements (courses, internships, etc.)</b>		
<b>Prerequisites</b>		
<b>Indicate program type:</b> <ol style="list-style-type: none"><li>1. Major degree programs</li><li>2. Interdisciplinary degree programs</li><li>3. Double major degree programs</li><li>4. Minor degree programs</li><li>5. Bridging degree programs</li><li>6. Exit degree programs</li><li>7. Joint degree program</li></ol>		

Certificate Level Other	Baccalaureate	Graduate	Professional
<p><b>Rationale and justification, including the following:</b></p> <ul style="list-style-type: none"> <li>a) Summary of job market analysis</li> <li>b) Summary of financial analysis</li> <li>c) Summary of resource analysis</li> <li>d) External curriculum consultation input for proposal preparation</li> </ul>			

**SIGNATURES:**

Department level approval	
Department Curriculum Committee:	
Signature: Date:	
Department Chair name:	
Date:	
Department Council Approval:	

Signature:	
Date:	
Comments:	
<b>College Level</b> <i>(Prompts: Is there sufficient commitment to the program to sustain it? / Fit with College and Study plan / Ability to resource / Any other comments)</i>	
Date submitted to College Council:	
Date approved by College Council:	
College Council Chair name:	
Signature:	
Comments:	
Vice Dean/Dean of the College name:	
Signature:	
Date:	
Comments:	

University Level	
Date submitted to ICC	
Date approved by ICC	
Chair of ICC name:	
Signature of Chair of ICC	
Comments:	
Vice President For Academic Affairs approval	
Signature: Date:	
Comments:	
University Council Approval	
University Council Chair name:	
Signature of University Council Chair	



<b>Date:</b>	
<b>Comments:</b>	

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**[1] Saudi Standard Classification for Educational Levels and Specializations**

## New Program Proposal (FORM E)

*Please consult your Curriculum Review Committee for guidance on the arrangements for approval, and the support available, when commencing work on a major change proposal.*

### SECTION A – INTRODUCTION

<b>A1</b>	<b>Program(s) (award and title):</b>	
<b>A2</b>	<b>Code</b>	
<b>A3</b>	<b>Level of Program</b> [Bachelor, Graduate, Professional, Others]	
<b>A4</b>	<b>Proposer:</b>	
<b>A5</b>	<b>Academic College and Department:</b>	College: Department:
<b>A6</b>	<b>Letter of Intention</b>	Provide a copy of the Letter of Intention. See ICC Guidelines 2023 paragraph (g).

### SECTION B – EXECUTIVE SUMMARY

<b>B1</b>	<b>Overview</b>	
<b>B2</b>	<b>Rationale for the establishment of the New Program</b>	Should include the following:  c) motivation supporting the establishment of the new program

		d) justification
<b>B3</b>	<b>Methodology</b>	Consult ICC Guidelines 2023
<b>B4</b>	<b>Findings</b>	Consult ICC Guidelines 2023
<b>B5</b>	<b>Review procedures</b>	Consult ICC Guidelines 2023
<b>B6</b>	<b>Compliance to ICC Guidelines</b>	Confirmation that the proposal adheres to the requirements for ICC approval stipulated under the Guidelines. See paragraphs (a) and (g) of the Guidelines.
<b>B7</b>	<b>How does the degree program continue to meet the job market demand?*</b>	Consult ICC Guidelines 2023

## SECTION C – IMPLEMENTATION PLAN

Section C describes the proposed new program, its justification, overall academic coherence of the program, implications of the program to other relevant programs at the University, the impact the changes will have on the existing program enrolment, the changes needed in the registrar system, the additional resources needed and the plan for acquiring and utilizing these resources. Please consult ICC Guidelines 2023, paragraph (g).

<b>C1</b>	<b>Details of the proposed program and rationale</b>
	<p>Should include:</p> <ul style="list-style-type: none"> <li>a) the mission statement, program content (POs, PLOs) aligned with University's mission statement and strategic plan</li> <li>b) the program content and their consistency with SCELS</li> <li>c) the PLOs and CLOs consistency with NQF level descriptors</li> <li>d) List of PLO with its associated courses, assessment type (eg. exam, assignment, project paper, etc.), and method (rubric, faculty committee, etc.)</li> </ul>

	Provide: c) list all relevant supporting document(s) (in the main form) d) attach all relevant document(s)	
<b>C2</b>	<b>Date at which the program is expected to take place</b>	
	Expected date.	
<b>C3</b>	<b>Anticipated student enrollment</b>	
	State expected intake and/or quota (projected numbers)	
<b>C4</b>	<b>Are any of the courses included in this proposal offered by other academic departments?</b>	
	State which academic departments and how they will be affected	
<b>C5</b>	<b>Please list all new courses included in this proposal and state briefly the rationale for their introduction</b>	
	Course Code	Course Title
	Justification	
<b>C6</b>	<b>Please list any existing courses in other established programs forming part of this proposed program plan and their rationale</b>	
	Course Code	Course Title
	Justification	

## SECTION D – RESOURCE, FINANCIAL AND INDUSTRY IMPLICATIONS

<b>D1</b>	<b>Resource and Financial implications</b>
	<p>This section addresses the overall impact on a budget of the academic department and college, reflecting staffing, the costs of teaching and assessment, library, IT and teaching space costs. If there are changes to space, library, or IT requirements, please provide written evidence of consultation and agreement with the Library, ITCS, and college timetable/schedules. If additional student numbers are required from DAR, whether a request has been made. What will be the impact of the proposed changes on teaching, administrative, or technical staff load? Are any additional costs anticipated, e.g., new staff?</p> <p>List all relevant supporting evidence/document(s) and attach to the proposal package.</p>

## SECTION E – STAKEHOLDER ENGAGEMENT

<b>E1</b>	<b>For programs requiring educational partnership, please attach comments on the proposal from any proposed program partners (if any)</b>
	Statement must include evidence of support from partners and related information.
<b>E2</b>	<b>For programs that are subject to professional accreditation, please attach any comments on the proposal from accrediting bodies</b>
	Provide evidence of action that has been taken by way of response from the agency. <b>Is this relevant to the new program proposal?</b>
<b>E3</b>	<b>For programs with elements of work-based and placement learning, the development of the proposal has engaged relevant stakeholders (placement providers/employers/host institutions in place for the necessary arrangement)</b>
	Provide evidence of communication, consultation, discussion, and/or agreement.
<b>E4</b>	<b>Benchmarking Analysis</b>

	<p>d) Minimum Two local universities</p> <p>e) Minimum Two Regional universities</p> <p>f) Minimum Two International Universities</p> <p>List and attach all relevant supporting evidence/document(s) used in the analysis.</p> <p>For detailed guidelines to prepare for benchmark analysis, please consult ICC Guidelines in paragraph (a).</p>
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## SECTION F – STAKEHOLDER ENGAGEMENT AND ANALYSIS AND OTHER INFORMATION

<b>D1</b>	<b>The new program proposal engages students' feedback (is this applicable to the new program proposal?)</b>
	Provide evidence of the consultation and state the outcome and detail the arrangements in the stakeholder analysis report
<b>D2</b>	<b>The new program proposal engages academic feedback</b>
	Provide evidence of the consultation/survey/etc. and their analysis/outcome
<b>D3</b>	<b>The new program proposal engages the College alumni</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D4</b>	<b>The new program proposal engages the College Advisory Council</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D5</b>	<b>The new program proposal engages Industry/Employers' feedback</b>
	Please provide evidence of the consultation/survey/etc. and their analysis/outcome.
<b>D6</b>	<b>The new program proposal engages external reviewers</b>

	Please provide evidence of the consultation/survey/etc. and their analysis/outcome. (minimum two reviewers, one of them an international reviewer)
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## SIGNATURES:

Department level approval	
<b>Department Curriculum Committee:</b>	
<b>Signature:</b> <b>Date:</b>	
<b>Department Chair name:</b>	
<b>Date:</b>	
<b>Department Council Approval:</b>	
<b>Signature:</b> <b>Date:</b>	
<b>Comments:</b>	
<b>College Level</b> <i>(Prompts: Is there sufficient commitment to the program to sustain it? / Fit with College and Study plan / Ability to resource / Any other comments)</i>	
<b>Date submitted to College Council:</b>	
<b>Date approved by College Council:</b>	
<b>College Council Chair name:</b>	

<b>Signature:</b>	
<b>Comments:</b>	
<b>Vice Dean/Dean of the College name:</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Comments:</b>	
<b>University Level</b>	
<b>Date submitted to ICC</b>	
<b>Date approved by ICC</b>	
<b>Chair of ICC name:</b>	
<b>Signature of Chair of ICC</b>	
<b>Comments:</b>	
<b>Vice President For Academic Affairs approval</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Comments:</b>	



<b>University Council Approval</b>	
<b>University Council Chair name:</b>	
<b>Signature of University Council Chair</b>	
<b>Date:</b>	
<b>Comments:</b>	
<b>Board of Trustees Approval</b>	
BOT Chair name:	
Signature of BOT Chair	
Date:	
<b>Comments:</b>	
<b>Ministry of Education Approval</b>	
MOE name:	
Signature from MOE	
Date:	
<b>Comments:</b>	

