

## The Advisory Committee

### Introduction

Physical therapy and rehabilitation department emphasize the importance of the link between educators and practitioners in the physical therapy field in order to develop program outcomes and program quality. These guidelines are intended to communicate the expectations of advisory committees and to provide a format for the effective operation of these committees.

Note: Advisory Committees for programs receiving Perkins funding may have requirements not addressed in these guidelines.

### The Role of Advisory Committees

The Advisory Committee and the staff of the corresponding program work together to ensure that the program is delivering instruction that is current, up to date, and relevant to current business, industry, labor, and professional employment practices. Advisory Committees provide support and advice to academic programs. Also, they may assist in the development of new Career Technical Education (CTE) programs; an ad hoc committee may be established for this purpose.

Best practice standards, Perkins grants, and accrediting bodies stipulate that Advisory Committees are utilized to facilitate a dialog with members of a broader society. A description of the committee's activities related to curricular and program development and assessment must be periodically submitted with accreditation and/or other official College documents.

Duties of the Advisory Committee:

1. Formulating, discussing and presenting new ideas for presentation to the academic department council for discuss the possibility of implementation.
2. Study the difficulties and problems that facing the academic department, and put it up for discussion and suggest some solutions to solve them.
3. Discuss topics and projects entrusted by the department to the advisory committee, and seek to develop plan and mechanism for its implementation.
4. Assistance in providing an independent evaluation of the educational program outcomes based on the opinion of public and private sectors stakeholders, those have a relationship with graduate's students from the program.
5. Representing the local community in expressing an opinion on the admission policy for new students in the college and the academic program, that consistence with the geographical distribution of the Kingdom and the actual needs of the community.
6. Acting as a direct link between the program and state leaders and decision makers through direct relationships, wherever available, to convey a realistic picture of the scientific and human potential of the academic program, and the actual needs for development and welfare.

7. Review the educational programs and teaching courses developed in the academic program, and assist in identification of them to the community, and the extent of their reflection on community services to enhance confidence among the community, graduate beneficiaries and those in charge of implementing its educational programmes.
8. Positive contribution to overcoming obstacles to the implementation of the field training academic program plan, For students to achieve its goals in different stages.
9. Assisting in evaluating the results of the agreements concluded between the academic program on the one hand and the institutions, On the other hand, overcoming systemic and administrative obstacles as possible through, direct personal relationships to achieve educational and research goals and the field of community service.