

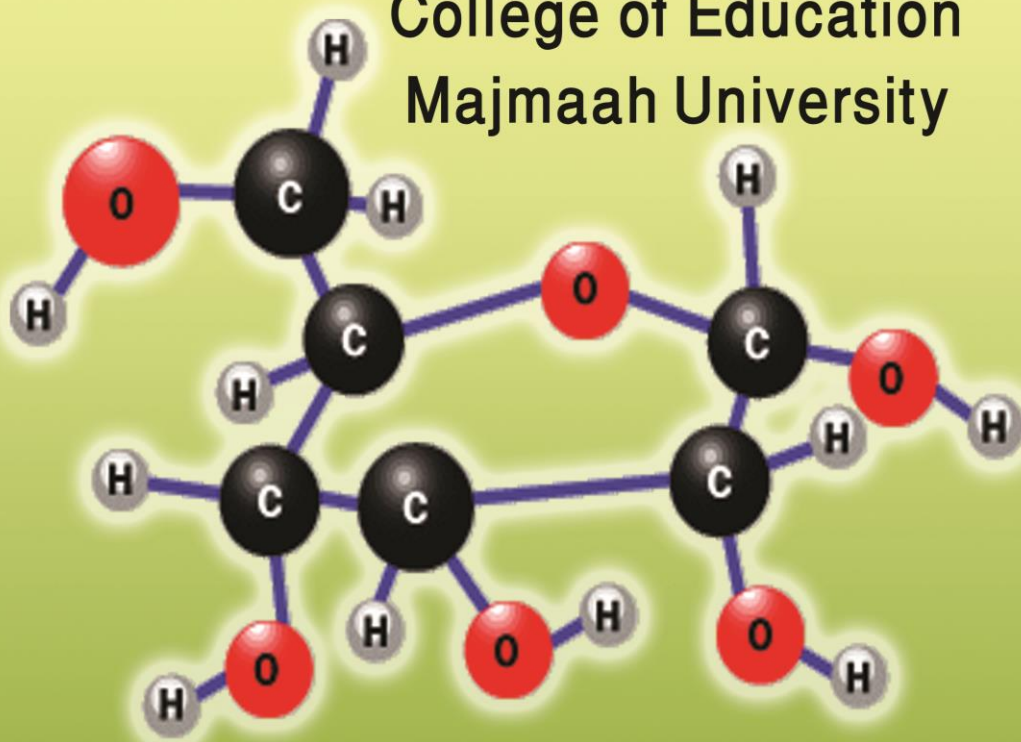
Kingdom of Saudi Arabia  
Ministry of Higher Education  
Majmaah University  
College of Education in Zulfi



# Self Study Report (SSR).

**For ASIIN Accreditation of chemistry program**

College of Education  
Majmaah University



# CHEMISTRY

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## **SELF STUDY REPORT (SSR)**

**For ASIIN Accreditation of Chemistry Program**

**College of Education**



**Submitted by:**

**COLLEGE OF EDUCATION IN ZULFI**

**CHEMISTRY PROGRAM**

**2015-2016**

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## Preamble

Self-study report of Chemistry Section is an intensive examination of the nature of a system. The mission and destinations of the project and the degree to which they are being accomplished are altogether broke down as indicated by the benchmarks for quality confirmation and accreditation characterized by the ASIIN.

A Self Study Report for Chemistry Section- Majmaa University, ought to be considered as an exploration report on the nature of the project. It should incorporate adequate data to educate others who are new to the project about the procedure of examination and the proof on which conclusions are based to have sensible certainty that tin the conclusions came to.

Conclusions ought to be upheld by proof, with check of the investigation and guidance from independent reviewers must be looked for and consolidated into the report.

The Quality Program, should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

The main skeleton of the Program, must complete the entire information in collaboration with the required information from all other Department that offer the same program.

This report is designed as a Template for an Undergraduate Program. For guidance on the completion of this template, please refer to the mentioned Appendixes in this report.

## 1- Formal Specification

Name of the program) (original language)(	بكالوريوس التربية في الكيمياء
Name of the program (English translation)	Bachelor of Education -Chemistry (female)
Final degree	Bachelor of Education -chemistry
Standard period of study	4 years ,8 semesters
Credit points	144 credit hour KSA systems (245 ECTS credits)
Type	Full time
Website of the Higher Education Institution	<a href="http://www.mu.edu.sa">www.mu.edu.sa</a>
(first time) program start	2000
Intake rhythm	There are 2 intakes per academic year in every September and January .
Expected intake number of students	Students 50
Amount and type of fees/charges	Free of charge
Location	College of Education -Zulfi -Chemistry Department
Official contact person for publication on the web	Associate professor Dr. Gehan Alaemary
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The establishment of Majmaah University, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education on Ramadan 3<sup>rd</sup>, 1430 - 24<sup>th</sup> of August, 2009 to establish Majmaah University along with three other universities in Dammam city, Kharj province and Shaqr'a province.

Majmaah University slogan is comprised of three integrated parts that are based on golden ground. The golden color in the slogan represents the desert of the Kingdom of Saudi Arabia where the Islamic dawa'a has started.

### Earth

The sign of earth in the slogan represents the tendency of the University to be an international renowned institution.

### Book Pages

The book pages to the left side represent the knowledge that the University intends to disseminate in the region. It also represents the future vision of the University to be a source of knowledge for all students.

### Leaves of Palm

The three leaves of palm to the right side represent the three phases of the Saudi country. The selection of palm's leaf is due to its importance as a crucial source for the nutrition and economy of people in this region. The gradation of the dark green color to the light green color refers to the knowledge that the University intends to disseminate in the region.

Majmaah University is established to serve a wide area including Majmaah, Zulfi, Remah, Ghat and Hawtat Sudair. It will also help in achieving the Ministry of Higher Education's objective in expanding the university education across the country.

Therefore, Majmaah University will meet the growing number of high school graduates in the region which will reduce the pressure on universities in big cities. Another significant reason for the establishment of Majmaah University is the value it will add to the people of the region in various aspects including social, cultural and awareness service. Inevitably, this shall help in upgrading the level of performance appraisal of government sectors via providing advanced courses and consultations. With regard to scientific research, the University will provide programs of high quality that will be in compatible with the University strategic objectives.

The royal decree no: 194/A on Zul Hejjah 30<sup>th</sup>, 1430 – 17<sup>th</sup> of October, 2009 to appoint Dr. Khalid Sa'ad Al-Mugren as the Rector of Majmaah University with higher rank accelerated the development process at the University. Dr. Al-Mugren focused on developing the existence colleges as well as building new ones in order to increase the number of majors that will meet the market demands. The concern of Dr. Al-Mugren is to make Majmaah University a beacon of knowledge and enlightenment that is capable of offering education of high quality.

The Department of Chemistry belongs to College of Education at Zulfi that operates under the administration of Majmaah University. College of Education – Zulfi coordinates many degree programs as Islamic Studies, Arabic Language, English language, Chemistry, Physics, Mathematics, Computer, Educational Sciences, Special Education and Kindergarten. Majmaah University is one of the largest education and research organization in KSA.

## **1.1 Program Delivery Modes**

The Chemistry program is an on-campus, day-time, and in-class program using the traditional lecture and laboratory teaching. The department follows the semester system. Two semesters are offered in each academic year. Each semester is called a level. The duration of each semester is fifteen (15) weeks excluding final examination in addition to an optional 8- week summer semester. The program is a four-year traditional program, which consists of eight semesters or levels.

## **1.2 Final Degree**

The degree to be awarded is Bachelor of Education in chemistry (female)

The degrees to be awarded are Bachelor of Education in chemistry. The Universities Act M/8 (2685/23) at 1994 (Appendix MU 01) and the Government Decree on University Degrees (3869 /MB) at 2005 (Appendix MU 02) grant the right to award these degrees to Majmaah University, Zulfi College Of Education, Chemistry Department .

The basis of the Bachelor of Education, Chemistry degree is the traditional preparation of a student for graduate study Chemistry .

Each of the Bachelor program contains the following :

1. Courses needed to meet general University degree requirements;
2. Courses needed to improve the graduate skills

Students should contact their academic advisor for assistance in planning programs of study with emphasis directed toward a particular objective. Since some students who earn a degree in chemistry have transferred from other disciplines, the Department has planned its degree programs to enable most students to transfer into chemistry with little or no loss of credit. A total of 144 credit hours are requisites for the bachelor's degree in chemistry (Study Plan and Diploma Supplement) .

### 1.3 Standard period of study and credit points gained

The extent of studies required for Bachelor degree is 144 credit hours KSA systems (245 ECTS credits) including 12 credit hours KSA systems (20.4 ECTS credits) university Requirements, 32 credit hours KSA systems (54.4 ECTS credits) College Requirements and 100 credit hours KSA systems (170 ECTS credits) Department Requirements. The award of the degree requires a maximum of 18 credit hours of courses per semester The University must arrange the education to enable the student to complete his degree of full- time study. (Appendix MU01).

### 1.4 Expected intake for the Program

years	Expected intake	Actual intake
<b>2011-1433</b>	50	39
<b>2012-1434</b>	50	48
<b>2013-1435</b>	50	32
<b>2014-1436</b>	50	29

2015-1437

50

47

### **1.5 Program start date within the academic year and first time the program is offered**

The academic year of the University starts in mid-August and end in mid-June. The academic year is divided into three semesters. The first semester is autumn, the second semester is spring, each comprising of fifteen weeks, and the third summer semester (with conditions) is an intensive semester comprising of seven weeks.

### **1.6 Amount and type of charges**

Education leading to a university degree and the entrance examinations relating to student admission shall be free of charge for the student (Appendix MU01). The students of Majmaah University must register in each semester of the academic year.

## **2. Degree Program: Content, Concept and Implementation**

### **2.1 Aims of the program studies**

According to the High Education Ministry and serve of a wide area including Majmaah, Vision and Mission of Majmaah University are established. The vision and mission of the Majmaah University are described below :

Majmaah University is a conducive academic environment capable of providing graduates with promising future to contribute in achieving the sustainable development objectives.

#### **Majmaah University Vision:**

To ensure that Majmaah University is a conducive academic environment of high quality capable of providing graduates with promising future to contribute in achieving the sustainable development objectives.

#### **Chemistry Program Vision:**

To establish an educational environment that characterized by quality of teaching and scientific researches that will help to serve surrounding society according to international Quality standards.

#### **Majmaah University Mision:**

Majmaah University provides educational and research services via an academic system that is capable of competing with an eye on the market demands and the society partnership.

Chemistry program mission reflect the mission of Zulfi College of Education which both mission are reflecting the mission of Majmaah University (Appendix MPU01, - MPU05).

The mission of the College and the program are:

### **Zulfi College of education Mission**

College seeks to prepare educators, academics and qualified professionals to compete in building a society that depends upon knowledge and according to quality standards.

### **Chemistry Program Mission:**

To provide excellent teaching include both knowledge and creation in Chemistry, along with preparation of new highly qualified graduates to fulfil the markets needs according to quality standards.(Appendix MUP01).

### **Central professional goals include the following:**

- 1- Achieving an advance academic level for graduates in the scope of quality standards.
- 2- Preparing specialized competencies in the field of chemistry that contributes in serving the society through programs & development plans in the fields of Education, Health, Industry and Scientific Research.
- 3- The contribution in the advancement of science and knowledge through scientific and academic research.
- 4- The participation in spreading the scientific culture through holding seminars and conferences.
- 5- Offering services for society for both public and private sectors through the awareness of chemistry program and the exchange of experiences.
- 6- Employing the use of electronic programs to present the latest educational programs in the field of chemistry.

7- Developing the performance of staff Members through training courses, seminar and scientific conferences participation.

The Bachelor degree program in Chemistry provides the students with the skills to be able to find possible application of Chemical sciences in different branches and various application areas.

The program objectives are discussed in the committee of the Department. These objectives are consistent with the program learning outcomes. The program learning outcomes are consistent also with ASIIN learning outcomes

## **2.2 Learning outcomes of the program**

Learning outcomes for Bachelor program in Chemistry is defined and published in the study guide and are available on the MU web site (Appendix MUP05).

Teaching staff Professors of the Bachelor Program in Chemistry have worked jointly on the definition of the learning outcomes. The requirements of the labor market are transmitted in the definition of the learning outcomes of the degree program. Also the requirements of post-graduate studies have been taken into account in the definition of the learning outcomes.

The correspondence of the ASIIN (subject specific criteria) and the learning outcomes of the Bachelor Program in Chemistry have been examined in (Appendix CHEM 05) .

An overview of the Bachelor Program in Chemistry is compiled for curricular analysis (Appendix CHEM 01).

The Student's learning outcomes of the Bachelor Program in Chemistry are defined as follows. After the completion of the Bachelor's Degree Program in Chemistry the graduates must be able to demonstrate the knowledge of the learning outcomes shown in table 2.1.

**Table 2.1: The program learning outcomes according to the NCAAA domains**

Field	Code	Learning Outcome/ The students will able to :-
<b>Knowledge A</b>	a1	Recognize the knowledge of fundamental concepts in Chemistry
	a2	Covering the major principles and theories in the field of chemistry
	a3	Introducing students to the prominent teaching methods and approaches in relation to chemistry.
<b>Cognitive Skills B</b>	b1	Explain to general audience the Chemistry principles that underlie our understanding of nature
	b2	Develop the skill for analyzing/solving the Chemistry based problems.
	b3	Think creatively about scientific problems and their solutions
	b4	Applying the acquired academic skills to professional and academic contexts.
<b>Interpersonal Skills and Responsibility C</b>	c1	An ability to work effectively in diverse teams in both classroom and laboratory.
	c2	Taking the initiative to identify urgent problems and solve them.
	c3	Assuming responsibility for self-learning and professional development.
	c4	Showing high commitment to work ethics in accordance with Islamic values
<b>Communication IT and Numerical Skills</b>	d1	Think creatively about scientific problems and their solutions both orally and in written
	d2	Locate and retrieve scientific information, using modern computer tools
	d3	Learn how to collect and classify the required topics using internet communication tools.
<b>Psychomotor Skills</b>		N.A

### 2.3 Learning outcomes of program

The learning outcomes of the program are taught in the individual courses of the program. The learning outcomes for individual courses are defined in the Program Handbook (Appendix CHEM 02) which is available on the Department web page. The descriptions of learning outcomes of the courses are written by the Teaching staff of the courses. Teacher,s quality guidelines for Accreditation preparation for continuous program improvement handbook (Appendix ZCE02) was used as a guide to help describe knowledge, skills and competencies acquired in the courses.

The contribution of the individual course in learning outcomes of the program was shown in the Objective Matrix (Appendix CHEM03). The courses' contribution in the learning outcomes of the program were classified per Levels Introduction (I), Proficient (P), and Advanced (A). (Appendix CHEM05).

The Bachelor degree in KSA is considered as a step to Master degree studies, introducing students to the scientific way of thinking and methodology. The Bachelor degree starts with general studies, e.g. Computer Skills, Mathematics, Chemistry and Physics which is significant study material in the first year of study. According to ASIIN's criteria, the Bachelor degree in Chemistry consists of four module's percentages as shown in Table 2.2 and Table 2.3(Appendix CHEM 02) .

**Table 2.2 Percentages' Courses**

No.	Module	Percentage
1	<b>Education Skills</b>	<b>18.05%</b>
2	<b>General Sciences</b>	<b>10.41%</b>
3	<b>Chemical Sciences</b>	<b>59.02%</b>
	<b>Compulsory(University elective studies)</b>	<b>8.33%</b>
5	<b>Practical Training</b>	<b>4.16%</b>

The portion of elective studies is 8.33 %. The student may include any courses taught at MU in the elective studies.



**Table 2.3 Courses Requirement**

Requirement	Type	Total credit hour	Percentage	ECST
University	Compulsory	12 *	8.33%*	<b>20.4</b>
	Optional	24	-	
College	Compulsory	32*	22.22%*	<b>54.4</b>
	Optional	-	-	
Department	Compulsory	100*	69.44%*	<b>170</b>
	Optional	-	-	
Free Courses		-	-	
Total		144*	100%*	<b>244</b>

## 2.4 Job market perspectives and practical relevance

The fields of education of the KSA Universities are defined by the Ministry of Education. The Board of Majmaah University decides the total number of new entrants. The contents of the degree program are decided by College Council (Appendix MU04).

The content of the Bachelor's Degree Program in Chemistry is determined on the basis of the general requirements concerning the teaching of Chemistry, and the needs and expectations of the industry. The industrial cooperation carried out in the research project provides a forum of information exchange about the needs and expectations of the industry regarding the education of Chemistry (Appendix ZCE07).

The amount of employees within the Chemistry field are likely to increase in the next decade. The proportion of University graduates will also increase, because of an increasing demand for Chemical knowledge and skills in the factories within the application field. The most important fields our graduates can work in are ,Teaching ,Different Industries, pharmaceuticals, Medical analysis etc...

The courses in the Bachelor's Degree Program in chemistry involve laboratory as well as practical training in order to provide an adequate link to the professional practice and to prepare the students to start their carrer in existing or foreseeable professional fields. The

courses in the degree structure are also closely linked to the research conducted in the Department and provide a path to post graduate studies.

Practical training is included in the Bachelor's Program. The total value of obligatory practical training is ( 6 credits hours ) in the Graduates project . (Appendix CHEM06).

## **2.5 Admissions and entry requirements**

### **2.5.1 Entry requirements for Bachelor's degrees**

Saudi Universities Act no. (M/8)/1414 , (2685/23) at 1994 in Appendix (MU01) is pertaining the rules and the entry requirements for the Bachelor's degree. According to the KSA Universities Act, the board of the university decides the number of new students to be selected each year.

Rector takes decisions annually pertaining the selection process and on the basis of the selection criteria for the prospective students after hearing the opinion of the faculties. In practice student selection into the Bachelor's program from (KSA) secondary school examination graduates is mainly organized by a joint universities application system.

Prospective students applying in the Bachelor's degree Programs in Universities are expected to have the following qualities:

1. She should have obtained a general high school certificate or its equivalent from within or outside the Kingdom of Saudi Arabia.
2. her high school certificate or its equivalent should not be older than five years. The University Council may make some exceptions if convincing reasons are provided.
3. She should be of a good conduct.
4. she should successfully pass any test or interview assigned by the University Council.
5. She should be medically fit.
6. She should provide a permission for study from the employer, if he works in government or private sector.
7. She should satisfy any other conditions the University Council determines necessary as , announced during beginning of the application process.
8. She should not have been dismissed from any other university for disciplinary or academic reasons. If it becomes clear after his admission that he has been previously

dismissed from another university, his acceptance shall be deemed cancelled from the day of his admission.

9. A student dismissed from the University for Academic Reasons may be enrolled in some programs that do not award a Bachelor Degree, as decided by the University Council, or whoever it delegates. This shall not be allowed for the transitional program.

10. Those who already have had obtained a Bachelor Degree or its equivalent shall not be admitted to obtain another Bachelor degree. The University Rector has the right to grant exceptions.

11. A student registered for another university degree, shall not be admitted in another program,

in the same university or another.

University applicants have three different criterion whereby they can be selected in to program:

1. Success in secondary school examinations;
2. Success in secondary school examinations and in the entrance examinations; and,
3. Success in entrance examinations.

The entrance examinations are organized by the joint application procedure. The entrance examination is based on the KSA secondary school curriculum in Chemistry, Physics, Computer Science and Information. There are three separate examinations. Prospective students must pass the entrance examination to be selected even if there are fewer applicants than places available. This guarantees minimum knowledge level in science of all the selected students. There are no extra aptitude tests required for admission in the Bachelor's degree.

Students applying in the Bachelor's Program are not supposed to have any former work experience or industrial placements; neither will they get any help in the application process for the Bachelor's Program.

## **2.6 Curriculum/content**

The target of the curriculum development process is the production of a good curriculum in terms of both content and communication. The curriculum lays the foundation for teaching and planning (individual study plans) and the implementation of the study plan

(Appendix CHEM04). The vice-rector for education and the Head of the degree program are responsible for the curriculum work.

The curriculum work ensures the delivery of high-quality qualifications: the expertise and knowledge obtained from the studies would be based on current and key research-based knowledge in the field of science in question and on the development of competencies and skills as a part of the degree. The curriculum work takes into account the expertise required in the increasingly diverse and globalized world of work and in the perspective of lifelong learning. Degree programs collaborate in curriculum work in order to secure synergy benefits as extensively as possible.

The objectives of degree programs and courses are defined as learning outcomes. The learning outcomes courses are based on the mission of a given degree program. Descriptions regarding instruction (e.g. learning outcomes and number of ECTS credits) must follow the regulations and are required to be realistic (Appendix CHEM01)

The executive group and the advisory group managed by the Head of the program create the curriculum work processes in the program. The professors, study coordinator and students belong to the groups (Appendix ZCE08).

### **3. Degree Program :Structuers, Methods and Implementation**

#### **3.1 Structure and modularity**

Students must fill out an application for the degree certificate. The forms are available in the Universal portal, for further information on registration (Appendix MU 04). A university system dividing the academic year into two semesters. There may be a summer semester, the period of which is half the duration of the basic semester. The requirements of graduation for obtaining the degree are divided into levels in accordance with the syllabus approved by the University Council. Academic load refers to the total credit hours for the courses the student registers for in the semester. It is determined in accordance to the following regulations:

1.The minimum academic load is 12 credit hours for a semester, and the maximum academic load is 20 credit hours per semester and 10 credit hours for the summer semester.

2. The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.
3. The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.
4. The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.

The standard duration of Chemistry has a degree program of eight levels (full-time). In this program the student study courses which including Chemistry, Mathematics, Physics, and education (Table 2.4). Almost all the students in the Bachelor's Degree Program study the same major courses except 12 out of 24 credit hours of the elective courses which amounts to 8.33% of the total course work. The student must take 12 hours of elective courses, (12 KSA credit hours = 20 ECTS) see table (2.2), to reach the total of (144 KSA credit hours = 245 ECTS) credits required for the Bachelor's Program. Practical training is included in the Chemistry program as a prerequisite course to the project. The total value of obligatory practical training is 6 KH (10 ECTS) credits. The student shall enrollment practical training in level eight at intermediate or secondary schools under supervisor of education department.

The details are available in the study plan (Appendix CHEM04).

### **3.2 Workload and credit points of Bachelor's Degree**

The basic unit of the studies is a credit hours. A course is completed by successfully completing all the assessment required to pass it. The complete studies of one academic year requires two semesters. Average of 745 contact hours are required by semester, which corresponds to 36 credit hours in the KSA system (60 ECTS credits points) (Appendix CHEM02). Obligatory training of 6 credit hours is required for the Bachelor's degree (Appendix CHEM013). However, at least 100% credits of the Bachelor's degree must be completed at MU (Appendix MU04). One credit point equals to approximately 25 hours' workload, including face-to-face teaching hours, individual studying, as well as preparation for and taking part in the examinations. Obligatory practical training of 6 credits is required for the Bachelor's degrees.

The workload for the Bachelor's degree is presented in Table 3.1 and Table (3.2). The detailed workload analysis can be found in (Appendix Chem 08.). The studied are four

Academic years. The Free studies are included to the workload analysis in Table 3.2, which the student can choose any courses taught at Majmaah University to the elective studies according to her interest.

**Table 3.1: Workload per Week (1st and 2nd ) Semester of contact and study**

Study Year	Contact-Study per Week			ECTS
	KSA C.H.	1 <sup>st</sup> Semester	2nd Semester	
<b>First year</b>	36	18	18	61
<b>second year</b>	36	18	18	61
<b>Third year</b>	36	18	18	61
<b>Fourth year</b>	36	18	18	61
<b>Total</b>	144	72	72	244
<b>Obligatory studies</b>	132	66	66	224
<b>Elective studies</b>	12			20

The academic year consists two semesters. The elective studies are not included to the workload analysis in Table 3.2 because the student can choose any courses taught at MU to the elective studies according to his interest.

**Table 3.2: Workload per semester of study and periods; chemistry Program**

Level (Semester)	Credit Hours	Contact		Average of Independent Study hours/week	Total workload/ week	Total workload/ semester	ECTS
		(class hours)/week	hours				
<b>1</b>	18	Lectures 15	Tutorials or Labs 3	33	51	765	30.6

2	18	14	4	32	50	750	30.6
3	18	14	4	32	50	750	30.6
4	18	14	4	32	50	750	30.6
5	18	14	4	32	50	750	30.6
6	18	15	3	33	51	765	30.6
7	18	14	4	32	50	750	30.6
8	18	16	2	34	52	780	30.6
<b>Grand total</b>	144	116	28	260	404	6060	244.8

Studies in other domestic or foreign higher education institutions can be included in the degree by application approved by the Head of Degree Program. More detailed description of the credit point system and inclusion of studies in other institutions have been presented in the University Regulations on Education and the Completion of Studies (Appendix MU03).

### 3.3 Educational methods

The teaching methods that used in Chemistry program are vary depending on the nature of the course, knowing that there are different ways followed by a faculty member, such as lecture laboratory exercises , discussion, e-learning, offers practical, and seminars , Appendix(CHEM 07). To support the educational activities, Majmaah University publishes the Teacher's Quality Manual (ZCE02) that provides the teaching staff with guidance, for instance, on the following issues:

- Teaching planning
- Defining learning outcomes of a study course
- Determining the content of a study course

- Deciding the appropriate methods to evaluate the achievement of the learning outcomes
- Selecting suitable methods of teaching

The Teacher's Quality Manual is designed to improve the quality of higher education and is available to all teaching staff at University.

The student has a possibility to impact the content of her studies by choosing the subjects of an elective courses .

### **3.4 Support and advice**

#### **3.4.1 Student Affairs Unit**

The study affairs unit is responsible for Registration and Admission new students, familiarizing them with the Faculty and all its different departments, preparing them for study and academically guiding them, providing the different aspects of support to the students and coordinating with related authorities within the University. Also, this unit works on developing and improving the personal skills and abilities of the students to help them define their future goals and draw the suitable roadmap for achieving their goals.

#### **Missions Student Affairs Unit**

1. Supervising academic counseling process and following the academic issues of students
2. Following and studying the difficulties students face (academic and behavioral ones) and trying to find a treatment in coordination with Faculty vice Dean for academic issues and related authorities in the university
3. Defining special needs students who require social, financial and psychological services in order to help them overcome all difficulties they face, and this is done in coordination with related authorities in the university.
4. Supervising studies to do with academic counseling, psychological, behavioral and social needs of students



5. Offering advice and consultation to improve students' skills and abilities to achieve the best academic results
6. Helping students to define their future goals and make plans to achieve these goals
7. Organizing lectures and courses to develop students intellectual and interactive skills to instill in them the concept of positive character and move them towards excellence in academia and other related fields.
8. Preparing a quarterly report on all activities of the unit and submitting it to Faculty vice Dean for educational affairs
9. Assisting the Faculty vice Dean in planning and executing everything facilitates workflow in the unit.

Authority:

1. Communicating with teaching staff, the coordinators of academic curriculums on behavioral and academic students' performance
2. Communicating with related authorities in the university to execute the unit's programs and facilitate its workflow
3. Recommending appropriate solutions to treat the difficulties students face
4. Recommending transfer of all situations that require assistance of other authorities in the university

### **3.4.2 Unit of Student Support:**

This unit is linked to the Vice Presidency for Educational Affairs at Majmaah University. It is a unit that is concerned with planning, coordination and follow-up of the services provided to male and female students at all academic levels by all concerned sectors of the university.

### **Objectives of the unit:**

- Develop the skills of the student and show interest of his/her professional and education needs.

- Evaluate the student-oriented services directly by university sectors and contribute to the development of these services.
- Foreseeing the future needs of the student in the light of the University's vision and its future aspirations .
- Activate the role of field training in the development of student's skills.
- Take care of gifted students and those with special needs.
- Develop the policy of Student Counseling in order to achieve the desired and positive interaction at the university level.

### **3.4.3 Academic Advising Committee at Chemistry Department**

It is the process of providing assistance to students and which aims at academic development and skills discovery. It is also about problem-solving of issues relating to their scientific majors and university life as well as introducing them to studying regulations and learning ethics.

Functions of the Academic Advising Committee:

1. Prepare a special file for each student that includes all data
2. Explain the student's study plan in detail and also to clarify the regulations concerning hours registration
3. Explain graduation requirements in accordance with the university system
4. Assess students' performance in accordance with the rigorous academic criteria so that he/she could continue his/her studies without any problems.
5. Advise students on the requirements of changing specialization as well as those of dropping, adding and withdrawing from courses
6. Advise female students on how to handle a course, to manage their time, to master memorizing skills and how to prepare for tests.

## **4. Examinations: System ,Concept and Organization**

### **4.1 What is assessment ?**

Assessment is a systematic process of documenting and analyzing the effectiveness of the teaching and learning process, administrative and support services, research and community engagement activities. Assessment and Evaluation are met in fulfilling the mission of department of chemistry.( Appendix ZCE10) .

### **4.2 Process and Steps in Assessment:**

The assessment process (Appendix CHEM 09 ) has the following steps:

1. Formulating a statement of outcomes and objectives as derived from College 's mission
2. Establishing the tools and methods for measurement of the extent of achievement,
3. Determining the criteria for successful achievement as KPI's,
4. Observe, document and analyze the results against the predefined KPI's
5. If the criteria are met/objectives achieved, the results are documented,
6. If the criteria are not met/objectives not achieved, results are referred to the appropriate entity (committee, department or administrator) for action plan development and implementation ,
7. The action plan for improvement and action taken is provided to the assessment committee for future assessment,
8. All action taken and results are documented for stakeholders through an annual report (Appendix CHEM 11) .
9. All the data regarding a particular area (program, administration, research, community engagement etc.) are gathered and reported to the appropriate committee (Curriculum Development Committee, Committee or Strategic Planning (Appendix ZCE01) .
10. In the case of successful achievement of objectives and goals in a particular area, forward planning with revised specified objectives/goals/ to achieve a revised mission in the next strategic plan is undertaken.
11. The specific goals and objectives are revised based on the information learned during the assessment cycle.

### **4.3. Assessment Plan of College of Education :**

Excellence in Chemistry Science and research along with community engagement and the goals of College Education which is in line with the goals laid down by Majmaah University. To fulfill this mission, College of Education offers a quality Bachelor's Degree in Chemistry program. The Assessment Committee of College of Education in collaboration with the Study Plan Committee has developed its assessment plan for self-assessment and accountability for all the actions and procedures leading toward achievement of the College of Education mission. The committee assesses the achievement of Bachelor's Degree in Chemistry Program outcomes accordance with the College of Education strategic plan goals and objectives, to determine the extent of achievement and to provide input to the concerned sections for progress to comply with the Quality Standards of National (NCAAA). ( MUP1-10) .

### **4.4 Components of College of Education Assessment Plan**

#### **4.4.1. Program Assessment Plan:**

##### **i. Assessment of extent of achievement of terminal program objectives**

Current forms of assessment are based upon the analysis of data of students' achievements / performance in various chemistry courses and experimental component of the program, the objectives of all of which have been mapped with those of the program. Assessment of achievement of outcomes for various domains of learning, as summarized by NCAAA have also been planned and incorporated.

##### **ii. Assessment of Program Effectiveness**

In addition to the assessment of achievement of the terminal program outcomes, following strategies are included to strengthen the data to determine the effectiveness of the program:

- a. Job placement data,
- b. Data regarding the number of graduates in College of Education ,
- c. Qualitative and quantitative data program and learning outcomes of chemistry program (graduates) from :
  1. External preceptors,
  2. Graduating students ,

3. Alumni ( Appendix ZCE 07 ),
4. Stakeholders, and
5. Employers

d. Benchmarking the students /graduates' achievements with those of the peer national programs .

#### **4.4.2. Plan for Assessment of achievement in College of Education**

This component of the plan aims to assess the achievement of all the College of Education strategic plan objectives in the mission related areas, as well as in relation to quality standards of national and international accrediting agencies:

- i. Student support , and development.
- ii. Administration in College of Education.
- iii. Resources and Facilities for successful administration of program ,
- iv. Staff recruitment , development and retention .
- v. Community engagement .
- vi. Research.

#### **4.4.3 Types of Assessment**

##### **i. Direct Assessment**

Assessments that involve examination of student work or performance, there are various types of evaluation methods as in table ( 4.1) are widely used. Courses are not often evaluated only by the final examination ,but also by laboratory work, homework, seminar etc. may contribute to the final grade of a course (Appendix CHEM08 ). The final examination also can be substituted for written intermediary tests in some courses. Examinations are typically written which may include essays, problem-solving or case-based questions and calculation problems. The evaluation method used in the course is described in the study guide

**Table( 4.1): Assessment Course.**

Schedule of Assessment Tasks for Students During the Semester			
Assessment task (e.g. essay, test, , examination, speech, oral presentation, etc(.		Week Due	Proportion of Total Assessment
1	Midterm	5-6	10%
2	Midterm	10-11	10%
3	Final Exam	16	40%
4	Laboratory	Lab. Reports	weekly
5		In-lab. Evaluation	weekly
6		Final practical exam.	15
7	Seminar	10%	
8	Homework		
9	Exercises		
Total			100%

Examinations are arranged according to the curriculum. Examinations outside the schedule can also be arranged. Courses are usually evaluated on the scale as in the Table (4.2) .

**Table 4.2: Schedule of courses evaluation(GPA)**

Percentage Grade	Latter Grade	Grade Meaning	Grade Points
100-95	A <sup>+</sup>	Excellent <sup>+</sup>	5.00
94-90	A	Excellent	4.75
89-85	B <sup>+</sup>	Very good <sup>+</sup>	4.50
84-80	B	Very good	4.00
79-75	C <sup>+</sup>	Good <sup>+</sup>	3.50
74-70	C	Good	3.00
69-65	D <sup>+</sup>	Pass <sup>+</sup>	2.50
64-60	D	Pass	2.00
< 60	F	Failure	1.00

0.00	H	Debarred	<b>1.00</b>
0.00	W	Withdrawal	<b>0.00</b>
0.00	I	Incomplete	<b>0.00</b>
0.00	TR	Transferred	<b>0.00</b>

The maximum score for each course is 100 points, thereby 60 marks are required to pass the course. Grades obtained in courses are listed in the University portal database system, and transferred to the student portal , which is used to enroll to the courses and examinations. Students can view their grades and the weighted average of their course grades. Grades included in the degree, and their GPA (weighted average), are listed in the report that complements the degree. (Appendix MU03). The assessment matrix is presented for the students in the first lecture as in table (4.1)

**ii. Indirect Assessment:**

**Assessments :**

This assessment approach is intended to find out about the quality of the learning process by getting feedback from the student or other persons who may provide relevant information. It may use surveys of employers ,exit interviews of graduates, focus groups, or any number of classroom assessment techniques.

Both of these assessment approaches provide useful information in improving student learning .

Indirect assessment can gives us immediate feedback which can be employed in a course to bring direct improvement to student learning. Unfortunately indirect assessment does not provide reliable evidence that learning objectives have been achieved. The use of surveys and focus groups may lead to improvements in a program but do not directly provide evidence of indirect assessments gave indications of learning success, but no evidence. We may improve learning by following the information provided by indirect assessment but it does not prove that learning has achieved our expected standards. We can learn from indirect assessment but we must also use direct assessment but we must also use direct assessment ( actual student work product) to provide real evidence that learning has been achieved .

Those supplement and enrich what faculty learns from indirect assessment studies, such as alumni surveys, employer surveys, satisfaction surveys and interviews courses feedback( Appendices CHEM09 )

## **4.5 Program Assessment**

### **4.5.1 Development and Assessment Committee (DAC)**

Program assessment is an on-going process designed to monitor and improve student learning outcomes. Faculty members, led by the Curriculum development and Assessment Committee performs following steps:

- a. Develop explicit statements of what students should learn.
- b. Verify the program is designed to foster this learning.
- c. Collect data that indicate student progress.
- d. Use this data to improve student learning

### **4.5.2. Objectives of Program Assessment**

#### **a. plans Committee:**

- i. Study plan, courses, and course objectives.
- ii. Instructional strategies, methodology and practice.
- iii. Student services.

#### **b. Quality Committee:**

- i. Benchmark with peer program outcomes / student achievements ,
- ii. Feedback from Employers regarding academic product and its utility
- iii. Graduates Pursuing to further studies, complete for national and international scholarship,
- iv. Justification for resources which being used in College of Education.

#### **c. Accreditation Committee:**

Program Accreditation by NCAAA: which will certify the resources and facilities provided, processes of teaching and support services, and the quality and extent of students learning in terms of knowledge, skills and abilities which are needed for chemistry program practice met required standards for the qualifications that is offered.

### **4.5.3 Program Assessment Plan could be describe the following:**

- a. How will each objective be assessed?



- b. Who will collect and analyze data?
- c. Where will it be done?
- d. How will data be collected?
- e. When and how often will it be done?
- f. Who will reflect on the results? When?
- g. How will results and implications be documented.

#### **4.6. Program Development process at College of Education**

1- Development , and revisiting of the program mission and the curriculum, according to Vision and Mission of the University and the College of Education (Appendices MUP 01 , MUP 03).

2- Mapping the course objectives with the terminal program outcomes through course instructors, in consultation with departmental coordinators and the curriculum committee. (MUP10)

3- Benchmarking of study plan with similar national and international programs: National (College of Science, Umm Al-Qura University) .

### **5. Resources**

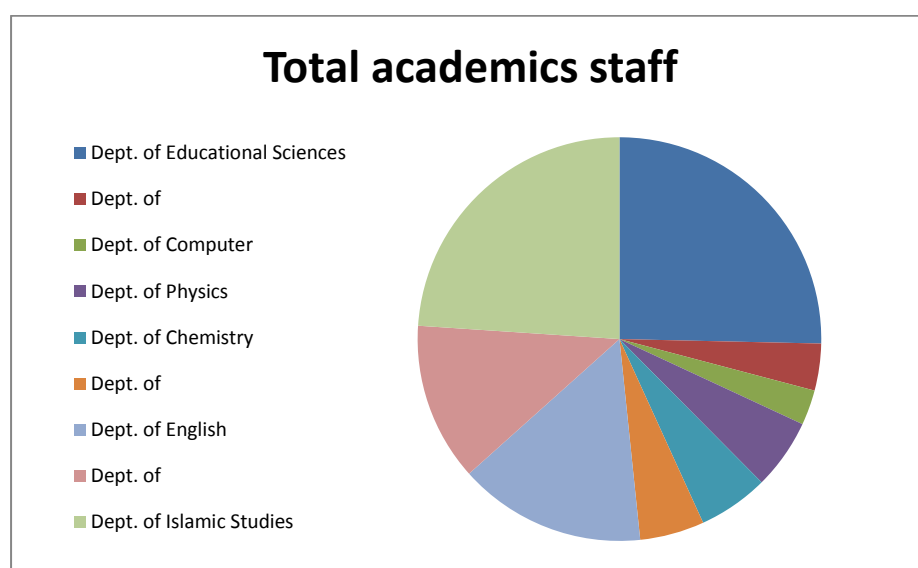
#### **5.1 Staff involved**

Within College of Education Zulfi, there are about 213 faculty members working full time. The Department of Chemistry employs 12 staff. The composition of teaching and research personnel in Chemistry Department based on a five-step system: Demonstrator, Lecturer, Assistant Professor , Associate Professor and as shown in Table 5.1 .The employment contracts of the college is for one year. The CV of each staff member participating in Chemistry program and the staff of College courses is enclosed in the Staff CVs (Appendix CHEM12).

**Table 5.1: Staff Contributing in College of education Zulfi (2015)**

Position	Dept. Islamic Studies	Dept. of Arabic Language	Dept. English	Dept. of Mathematics	Dept. Chemistr	Dept. Physics	Dept. Compute	Dept. of Home Economics	Dept. Education Sciences
Professors	3	0	0	0	0	0	0	0	1
Associate Professor	5	3	0	0	1	0	0	0	0
Assistant Professor	24	13	5	3	3	5	0	6	32
Lecturer	7	3	16	3	3	2	4	1	14
Demonstrator	12	8	11	5	5	5	2	1	7
<b>Total academics sta</b>	<b>51</b>	<b>27</b>	<b>32</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>8</b>	<b>54</b>

**Fig 5.1: Staff Contributing in College of education Zulfi (2015)**



**Table 5.2: Position staff load**

Position staff	Total Load
<b>Associate Professor</b>	<b>12</b>
<b>Assistant Professor</b>	<b>14</b>
<b>Lecturer</b>	<b>16</b>
<b>Demonstrator</b>	<b>16</b>

## 5.2 Staff development

College of Education aims to create a good working environment for its staff members, and to support their professional development and well-being at work in Deanship of Scientific Research .The Majmaah University has a Deanship of Quality and Skills Development through which the University personnel have representation in decision-making concerning the development of the working environment and conditions. The Deanship, with its units and branches spread in the University’s Colleges and Deanships aim to assess the University performance and development the educational, research, administrative and community service process. The Deanship also annually revises the measures for professional development and maintaining professional expertise that determine the focus areas of personnel training at the University. The chair of the Deanship is the Vice Rector in charge of quality and skills development. The names of other members and the Committee are available on the University cite <http://www.mu.edu.sa/en>

The University organizes training in workshops which aims to strengthen the practical teaching competences of the teaching personnel.

In addition, the University organizes staff training in utilization of computer programs, Quality Assurance Programs and e-learning programs.

The College is also obliged to participate in management training organized by the University or College.

Faculty staff members conduct annual performance and development discussions with their program Chairman . They examine results obtained, set goals for the near future

concerning the professional development and personnel training needed. Instructions for performance and development discussions are available on the University site.

### **5.3 College environment, financial and physical resources**

#### **5.3.1 Institutional environment Description of the College**

The College of Education applies the Regulations on Education and the Completion of Studies (Appendix MU03) approved by the Rector. The Regulations define the basic ways of action concerning the teaching and studying at the college and the degree programs provided by the University. The Regulations are published on the University's web pages.

The University council decides the strategic long-term goals of the programs teaching and education, and their degrees. The University council also decides the number of new entrants accepted to the University's degree programs.

The University has a Vice Rector responsible for education affairs. The University consists of 13 Colleges. Each College has a Dean and each degree program has an appointed head. The Dean organizes a meeting between the heads of the degree programs once in every week to discuss the leading, evaluating and developing principles of the degree programs. The meetings decisions are published on the University web site which are available for all Committee members. The Vice Rector also leads the University's supervisory and development Committee for teaching appointed by the Rector. The objective of the Committee is to promote the internal cooperation within the University in developing the teaching customs.

The student representation in the University's administrative bodies is determined by the Universities Act and the Administrative regulations of the University. In accordance with the statutory representation in the administrative bodies, the students also have a representation in the University's supervisory and development group for teaching.

#### **5.3.2 Committees responsible for teaching in the degree program**

The Department of Chemistry is a part of the College of education in Zulfi Governorate in Majmaah University. The head of the College is the Dean, and the highest decision-making body in the College is the College council. The Dean acts as the chair of the faculty council. The Dean manages the College and is responsible for the results of its

instruction, research and societal influence. The College council makes decisions regarding the curricula. A study guide presents the aims and organization of the education, and the course descriptions (AppendixCHEM06 ) and learning outcomes of courses in the degree,( AppendixCHEM05)

The College of education has a Quality Assurance Unit for teaching appointed by the Dean of the College. The Q.A.U is responsible for developing the quality of teaching and the contents of the degree programs within the College. The Q.A.U has representation from each degree program provided by the College (Appendix ZCE03).

The College Council is responsible for supervising the quality of teaching. The Council also decides the study plans and the degree requirements. In addition, the Council makes the proposal to the Rector concerning the entry requirements and the number of new entrants accepted to the degree programs.

The College is responsible for the equipment and resources needed in teaching and research. The heads of the degree programs accept the topics of the Bachelor of education students. Each degree program of the College also has an advisory body to support the work of the head of the program.

Teachers in charge of the study courses are responsible for executing, evaluating and developing their own teaching. The University has published Teacher's Quality Manual (**Appendix ZCE02**) to support the teaching activity.

### **5.3.3 Physical Resources**

The College of education has 37 classrooms prepared with smart board ,3 Chemistry laboratory ( Organic ,Inorganic and Biochemistry), 3 Physical laboratory and 3 Computer laboratory. The library provides services for students and staff. There is a restaurant and a cafe available for students, staff and employees .One room have been reserved for students' activates.

Educational College is offering medical services and appropriate counseling through qualified persons. It also maintains the privacy of students and follow-up the students need to these services .Majmaah University is choosing specialists, who have Professional qualifications to work in students Services Guide and medical service .

### 5.3.4 Computer facilities

University offers personal laptops for all staff members. The computers are equipped with special programs used in research and teaching purposes.

Students can use the computers that are in common use in the library area , or in the computer laboratories. The University's Information Services and Technology (IT) Unit is responsible for the computers ,software and databases systems.

Students enroll on the courses and see their credit points through site <http://edugate.mu.edu.sa/mu/init>. They get course information, learning material and assignments of the courses through Portal Websites staff members .

The Unite of e-learning has learning resources on the site of the University, and it gives special attention to the specific requirements of the academic departments and research units. Depending on improvement plan, home page on the college website provides advice on the materials required to support education and learning. The College members were asked to identify the resources needed for education and research provided by the deanship of scientific research .These resources are submitted to the Library Affairs Deanship

The University also offers e-learning training through e-Learning Management System (D2L) services to enable staff to improve the process of teaching using internet services.

There is also computer lab (High Quality services) to have e-learning training for faculty staff.

### 5.3.5 Library

The libraries affairs deanship offer its services to staff members, students and individuals. It's no doubt that information in this area has become the pillar in progress of any country. Accordingly, Deanship of libraries affairs in Al Majmaah University started to develop its libraries. The University libraries provide information sources and storages in all its types and shapes. It also provide the academic curricula and services for beneficiaries within a proper learning atmosphere. In addition to that, the libraries affairs deanship sought after providing a number of electronic and database sources for its libraries visitors so as support the academic process. Also, the one who schemed the

deanship, which will be soon applied, has to train students and researchers on using such electronic sources.

**Fig.5.2 S.D.L in University Web Site**



### Central Library

Includes material and software appropriate to serve the attendees the library. Internet and indexes through the Koha library management and provides gateways protection for books from unauthorized use .Library furniture is modern shelves of book and desks for reading and retreats internet and retreats to read.

Sections of the Central Library:

1. Library Management
2. Services beneficiaries
3. The electronic catalog
4. Hall of free viewing and reading
5. Periodicals
6. References and foreign books

### Saudi Digital Library (SDL)

Saudi Digital Library is the largest academic gathering of information sources in the Arab world, with more than (310000) scientific reference, covering all academic disciplines, and the continuous updating of the content in it . Library has contracted with more than 300 global publishers. The library won the award for the Arab Federation for Libraries and Information ‘know’ for outstanding projects in the Arab world in 2010.



It also provides a digital environment for various Saudi universities, and research organizations in common with it in. This environment has the following advantages:

- 1- One central management- manages this huge content, and it is constantly updated.
- 2- Common share by one University would benefit other universities in any scientific field.
- 3- Enhance the status of universities when evaluating, for Academic Accreditation, and through sources rich, modern, and publish the best Global Publishers.
- 4- Bridging the gap between Saudi universities, where emerging universities can get the same service as available in major Saudi universities.

### **College of Education Library(female sections)**

The library lies in the first floor building A, and it provides easier access to read and to access the required books. on a space approximate 70 square meters.

The library has many copies of up-to-date editions of the important references and periodic needed by all the departments. This is a major task of the committee of Education and Learning Resources.

The library or resource center managed efficiently to provide required services in a secure environment conducive to effective study.

Library collections and materials are bought on a regular basis based on submitted requests from various academic departments which take into account the teaching and learning needs. These materials are catalogued and referenced in international basis consistent with the coding systems.. All books are magnetized and bar-coded to ensure secure systems for borrowing. Moreover, a powerful computer network is available.

Library consist of : Library Administration, Beneficiary Services and Electronic Index.

### **Fig5.2. College Library**





### **Library's Possessions**

Library possess a range of various information sources estimated with a number of 6809 titles and 16622 copies and volumes in all physical sciences. It contains 6559 books in native language(Arabic) and 250 books in foreign language (English). The total entrance (student visiting) is about 50 daily. The number borrowing of books each semester is about 20 . The number of students entering daily for using Internet is about 75 students. The number of total chemistry books is 99.

### **Library Systems**

Management of the library and its indexes is done through its coding system which is considered to be among the modern systems used in the library management.

### **Library Services:**

- 1- Internal reading service
- 2- Automatic search in the library indexes.
- 3- Reference services
- 4- Photography

5- Continuous updating

6- Internet service

The database includes information about both printed and electronic books as well as the storage information of printed journals. Electronic books can be accessed via a link to the Library catalogue. Information literacy education for the entire University is also arranged and given by the Library personnel. The Library is open to faculty staff, students, during terms on workdays.

## **6. Quality Management and Further Development of Chemistry Program**

Quality assurance is defined as the total of all activities and methods aimed at systematically and purposefully developing and documenting the quality of the university's efforts in the field of education.

The purpose of the quality assurance plan is to establish a common set of core values for quality assurance within the field of education and main academic areas.

The quality assurance plan contains both the University's overall vision for education and learning, including principles for quality assurance, as well as a number of objectives for this work. The quality assurance plan in Chemistry program must support Majmaah University's strategy in the field of education and also contribute to quality assure and further development of Chemistry program(Appendix ZCE9).

Going forward, quality assurance is founded on professionalism, dialogue and knowledge sharing. Quality assurance supports a systematic and sustained development of quality within the entire field of education.

The quality assurance system must provide documentation for Chemistry program educational activities.

The good study environment is constantly focus in student learning. Teaching practices and forms are constantly developed to maximize student learning outcomes, involvement and motivation.

Quality Management Unit (QMU) (Appendix ZCE9) established and developed by the Department of Chemistry Information in continuously University's mission of improving of its programs.

To manage and develop quality assurance , the QMU will accomplish the following:

1. Evaluate of the documents and evidence of quality assurance and development.
2. Make a report of unfinished.
3. Submit a report to assess the standard requirements.

#### Comment and General Description of Quality Assurance

- A high quality institution should regard itself as a learning organization, one that systematically studies the quality of its own activities on a continuing basis and uses what it learns from that study to improve its operations.
- The central focus in these assessments should be the quality and extent of students' learning considered as outcomes; what students understand and can do as a result of their studies whether that learning is appropriate to their field, and how well has it been learned. Other important outcomes are research and broader contributions to the community.
- A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved. The relative emphasis on these will vary over time in response to the institution's mission, the circumstances in which it finds itself, and its strategic priorities for development.

#### **The Quality Management Unit Tasks**

1. Determine the nature and sources of information.
2. Inventory of components, measurement instruments and associated subsidiary criteria.
3. Preparation of action plan to achieve the objectives referred to above.
4. Design and collect information forms from different sources.
5. Check the practice field which related to the third standard requirements.
6. Collect the information from responsible authorities and analysis.
7. Introduce the evidence of finished requirements.
8. Restriction on the unfinished requirements.
9. Introduce the plan process which enables the institute to finish the requirements.
10. Preparation of the reports.
11. Follow-up the implementation of the recommendations of unfinished requirements and collect the evidence.

### **Contact officials and information sources**

1. Rector managements of the University.
2. Deans of faculties.
3. Heads of departments.
4. Deans of deanships and specialized centers.
5. Managers and staff.
6. College members.
7. Quality Faculties Units.
8. Students.

### **The nature of the data and information**

The committee gathers information and documents for assessing response to quality management standard.

Methods and tools to collect data and information: This will be done through

1. Interviews
2. Questionnaires
3. Collection of reports

### **Key Performance Indicators (KPIs) involved**

The following key performance indicators are used for the purpose of assessing performance, to verify quality interpretations:

1. Students overall evaluation on the quality of their learning experiences.
2. Proportion of courses in which student evaluations were conducted during the year.

### **6.1 Quality assurance and further development**

The University quality management system is described in the quality handbook and the regulations of organizational units (e.g. support services). These quality regulations include also process descriptions and procedures for key processes. The quality management documents and other related material are available on the web site(Appendix ZCE9).

The main quality manual depicts the quality policies and goals, key resources, the University's management practices, the university's key processes and their quality management, and practices related to the assessment, measurement and development of

activities. The main quality handbook lays a foundation for describing the entire quality management system of the university and gives both internal and external stakeholders a comprehensive picture of the quality management of the university's different activities.

The College of Education has also set quality targets, which have been derived from the College strategy (Appendix ZCE01).

The following quality targets apply to the academic education.

The students and employers are well versed with the laws and regulations as placed by the University .

The possibilities for lifelong learning are diverse and flexible, and education is provided according to the needs of the target groups.

The University has also published MU Teacher's Quality handbook in order to guide teachers to good teaching, as well as Quality Guide for Studying and Learning in MU to strengthen the students' role in the quality of education (Appendices ZCE02 , ZCE03).

The Dean and the heads of programs have regular meetings to evaluate and discuss about different procedures concerned to education and needs towards further development. The steering and development committee for teaching, in an advisory capacity, aids the Dean in decision making. The committee, headed by the Dean, coordinates and promotes the development of College Education, and prepares the application procedure for the quality bonus for teaching and prepares the allocation decision for rector.

### **6.1.1 Quality Assurance at Chemistry Program**

In Chemistry program, there is an advisory steering committee for the program. It supports the head of the program in producing, assessing and developing the program. The advisory steering committee of the degree program in Chemistry meets regularly and handles issues related to the degree program's teaching, research, as well as the development of program.

### **6.1.2 Further Development of the Program**

The key areas in terms of developing the quality of education at College of Education are the following:

1-Chemistry quality for education , development projects for teaching, and support services for teaching,

2-College of Education is actively involved in several education tools for teaching. The dean decides on development projects which college of Education engages in and starts to promote. The training unit is a one of the basic building blocks upon where the College of Education its establishment has been to consolidate the meaning of the development and continuing education through that unit. The college give great importance to providing services to the community through this unit in line with the University's vision and mission to be an academic environment of high quality to create a future competitor for its graduates to achieve the goals of sustainable development through the provision of educational services and cutting-edge research across the Academy system competitive in the context of professional responsibility community partnership of effective (Appendix ZCE11) .

### **Employment of the teaching staff**

The employment of the teaching staff is based on scientific qualifications and their development, the development of teaching skills and the variety of teaching duties, and responsibility for one's field of science and its development.

The support services for education allow teachers to focus on actual teaching and study guidance. The support services provide administrative services related to instruction, as well as technological support e.g. in setting up web-based instruction. The responsibility for these support services is shared by Student Services and Information Services and Technology, which operate within the context of University Services, and by college support services. Desire2Learn (D2L), a web-based College of Education in Zulfi Chemistry Program.

learning environment, is in use by nearly all courses of Chemistry Department. Information Services and Technology will be responsible for the implementation of the new learning environment and training of the personnel (<http://lms.mu.edu.sa> ).

The recognition of teaching qualifications and the adoption of teaching portfolios in the appointment of teaching personnel support the development of teaching. For teaching positions, the University recruits professionals with not only strong scientific expertise in the field in question, but with teaching skills, as well. To this end, applicants for teaching positions must also submit a teaching portfolio or another report on their teaching qualifications. Instructions for compiling a teaching portfolio are available on the Web site. In addition, the appointment of professors requires a trial lecture from the applicant.

The faculty in question supplies the applicant with instructions regarding the trial lecture. Instructions are also available from the university registrar's office ( Staff CVs-Appendix CHEM12).

## **6.2 Instruments , Methods and Data**

During their studies, students fill in several questionnaires through which they can give feedback and give their opinions concerning the studies and conditions in the university. At the beginning of the studies, students are asked to fill in a questionnaire concerning the progress of studies and tutoring of studies. A feedback questionnaire to students and peer tutors helps to evaluate whether the start of studies and initial study guidance has been successful. The feedback survey is carried out annually by the Quality Unit(Appendix CHEM 9). The feedback is discussed with the peer tutors and personnel in charge of study guidance. The feedback combined with practical experiences will be used to develop study guidance for new students and tutor training.

The Chemistry Department students compile feedback from each course twice a year. The feedback is discussed with course teachers and improvement suggestions are reviewed.

The quality committee also compiles student feedback regularly twice a year. This questionnaire mainly concentrates on the well-being of the students, and it often points out some needs for development in teaching. The results of the questionnaire are further communicated to the university personnel.

### **6.2.1 Monitoring of credits**

A study plan is an important tool to evaluate the progress of studies of an individual student. All Chemistry Department students prepare a study plan at the beginning of their studies. All individual study plans are evaluated by the study coordinator. Plans which are non-standard are confirmed by the head of the degree program. The degree programs are designed and composed so that the completion of degrees is guaranteed within the standard periods of study 4 years.

### **6.2.2 Grade Point Average (GPA )**

The courses are assessed within the framework of the University's regulations: (students must attain 40% in mid-term exams and other activities and 60% in the final exam) (Appendix ZCE04).

Indirect assessment, through surveys and interviews, for example, asks students to reflect on their own learning in the classroom.

The assessment outcomes noted above are discussed in detail using the following specifications:

- Course syllabi (Appendix CHEM 06).
- Course report samples for each of the courses taught at Chemistry Department .

Students are required to achieve a minimum Grade Point Average (GPA) of 2.0 at each level in each course (out of a possible 5.0); if they fail to achieve this level, they do not pass and must retake the course. The GPA is determined by dividing the total number of points from all the courses the student has attended by the number of units in the student's schedule. Further to evaluate students' learning and experiences, the Department collects data by conducting a course evaluation survey, alumni surveys and a student experience survey. A student's GPA is determined by dividing the cumulative point value of all courses attempted by the number of units in the student's semester schedule.

The Average and cumulative GPA are calculated every semester for all students automatically by the system.

The GPA is calculated considering the following points:

1. Knowing the number of hours of the courses.
2. knowing the mark obtained in each course.
3. Knowing the corresponding grade of each mark.
4. Knowing the value of each grade.
5. Knowing the points = number of hours of the course  $\times$  value of the grade.
6. Determining the total points obtained in all courses of the semester.
7. Determining the total number of hours registered in the semester.
8. The average is calculated every semester according to the following equation :

The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points:



**Table 6.1 : Grade value points of the courses**

Mark	Grade	Letter	Value
95 – 100	Excellent +	A+	5
90 to < 95	Excellent	A	4.75
85 to < 90	Very good+	B+	4.5
80 to < 85	Very good	B	4
75 to < 80	Good +	C+	3.5
70 to < 75	Good	C	3
65 to < 70	Pass+	D+	2.5
60 to < 65	Pass	D	2
< 60	Failure	F	1
Absent	debarred	H	1

- Calculating the Average Cumulative:**

The GPA semester average is calculated as follows:

Table (6.1) shows the grand total of points (for all semesters that have been studied) .The grand total of credit hours (for all semesters that have been studied) .The cumulative average is calculated according to the following equation:

$$\text{GPA} = \frac{\text{Grand total of points}}{\text{Grand total of credit hours}}$$

Here is an example of how to calculate the grades above:

**Table 6.2 : Calculating the grade of the first semester**

Course	Credits	Mark	Grade	Grade value	Point
CHEM111	2	88	B <sup>+</sup>	4.5	2*4.5=9
EDU116	2	94	A	4.75	2*4.75=9.5
EDU117	2	83	B	4	2*4=8
EDU118	2	84	B	4	2*4=8
MATH111	2	93	A	4.75	2*4.75=9.5
PHYS111	2	77	C <sup>+</sup>	3.5	2*3.5=7
ARAB101	2	96	A <sup>+</sup>	5	2*5=10
SALM101	2	91	A	4.75	2*4.75=9.5
ENG101	2	81	B	4	2*4=8

<b>Total</b>	18				78.5
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$$GPA = \frac{\text{Grand total of points}}{\text{Grand total of credit hours}}$$

$$\frac{78.5}{18} = 4.36$$

**Table 6.3: Calculating the grade of the second semester**

Course	Credits	Mark	Grade	Grade value	Point
<b>CHEM121</b>	4	88	B <sup>+</sup>	4.5	4*4.5=18
<b>CHEM122</b>	2	94	A	4.75	2*4.75=9.5
<b>COMP125</b>	3	83	B	4	3*4=12
<b>EDU126</b>	2	84	B	4	2*4=8
<b>MATH123</b>	3	93	A	4.75	3*4.75=14.25
<b>SATAT101</b>	2	92	A	4.75	2*4.75=9.5
<b>SALM102</b>	2	96	A <sup>+</sup>	5	5*2=10
<b>Total</b>	18	-	-	-	81.25

$$GPA = \frac{\text{Grand total of points}}{\text{Grand total of credit hours}}$$

To calculate the average cumulative:

$$CGPA = \frac{\text{Total of points}}{\text{Total hours of semesters}}$$

$$\frac{78.5 + 81.25}{36} = 4.43$$

### 6.2.3 Courses Development

Student feedback for courses is collected for courses in accordance with a college-wide procedure. Quality unit is responsible for collecting student feedback. The electronic feedback questionnaire applies the same assessment criteria to the courses. The survey include the expediency of the course and a general impression of the course ((Appendix CHEM09)

The feedback system also allows teachers to add questions to the questionnaire, thus collecting feedback for their own purposes. This, combined with the open feedback field in all of the questionnaires, supports the teachers' own professional

development. Students are motivated to give feedback by preparing course-specific questions in addition to the general ones.

The feedback for each course is recapitulated by the Quality Unit every semester with a general reporting form. The reports are forwarded to the head of degree program and to the quality manager, who then submits the reports to the Dean before the performance and development discussions between the university management and faculties. The units' performance target negotiations deal with student feedback, and if the average assessment for a course is very low (e.g. 2.5 or lower), the Dean will intervene and discuss about the topic with the College concerned. In addition, the pass/fail record of each course is followed and discussed in the meeting between the heads of the degree programs organized by the Dean.

The students of degree program make a summary of the open feedback for each course. A conversation of the feedback between the student and the teachers of the courses and the head of the degree program is organized twice a year (Appendix CHEM11.).

The university teaching studies and the Teacher's Quality Manual provide the teachers with methods to develop their courses.

**Table (6.4) Course feedback in Chemistry**

∴	CHEM 211	CHEM 212	CHEM 314	CHEM 324	CHEM 413	CHEM 412	CHEM 422	CHEM 425	CHEM 421
Question 1	4.22	3.69	4.26	4.22	4.23	4.10	4.59	4.30	4.63
Question 2	4.22	3.77	4.09	4.22	4.08	4.10	4.53	4.15	4.63
Question 3	4.11	3.69	4.13	4.13	4.15	4.20	4.53	4.30	4.63
Question 4	3.78	3.85	4.30	4.13	4.08	4.10	4.53	4.30	4.63
Question 5	3.89	3.69	4.13	4.22	4.08	4.00	4.53	4.38	4.63
Question 6	3.67	3.85	4.23	4.17	4.08	4.30	4.47	4.40	4.63
Question 7	3.67	3.85	4.17	4.13	4.15	4.40	4.53	4.35	4.50

Question 8	3.56	3.85	4.13	4.17	4.00	4.20	4.59	4.40	4.50
Question 9	3.78	3.77	4.22	4.17	3.85	4.30	4.53	4.14	4.50
Question 10	3.78	4.00	4.26	4.00	3.77	4.30	4.47	4.29	4.50
Question 11	3.56	3.69	4.14	3.96	4.08	3.90	4.41	4.38	4.50
Question 12	3.56	3.77	4.19	4.04	4.00	4.50	4.53	4.30	4.50
Question 13	4.00	3.62	4.13	4.17	3.92	4.40	4.53	4.25	4.50
Question 14	3.56	3.46	4.26	4.05	3.92	4.10	4.53	4.30	4.50
Question 15	3.56	3.85	4.26	4.17	3.85	3.90	4.59	4.30	4.50
Question 16	3.56	3.85	4.13	4.09	3.85	4.10	4.53	4.35	4.50
Question 17	3.56	3.69	4.22	4.17	4.00	4.20	4.59	4.33	4.50
Question 18	3.56	3.69	4.22	4.17	3.92	4.40	4.47	4.30	4.50
Question 19	3.56	3.77	3.96	4.17	3.85	4.30	4.53	4.40	4.50
Question 20	3.33	4.08	4.04	4.09	3.77	4.30	4.24	4.30	4.50
Question 21	2.89	3.69	4.00	4.17	3.69	4.10	4.29	4.20	4.63
Question 22	2.89	3.62	4.35	4.04	3.62	4.10	4.18	4.10	4.50
Question 23	4.11	3.69	4.14	4.04	3.77	4.10	4.12	4.15	4.50

### 6.3 Evaluation of the success of the degree program

The university management, College management, heads of departments and heads of programs shall ensure that the education provided by the university is efficient and of a high standard. Success of the degree program is evaluated in many ways, which are described in the following.

The distribution of the final grade (weighted mean) of the graduates in (2011-2014) is presented in Table (6.5)

**Table 6.5 The distribution of the final grade (weighted mean) of the graduates in 2014**

Degree program Bachelor		pass	Good	Very Good	Excellence	Total
2014	1 <sup>st</sup> semester	-	-	-	-	-
	2 <sup>nd</sup> semester	4	17	13	3	37
2013	1 <sup>st</sup> semester	-	-	-	-	-
	2 <sup>nd</sup> semester	0	6	12	2	20
2012	1 <sup>st</sup> semester	-	-	-	-	-
	2 <sup>nd</sup> semester	0	13	9	5	27
2011	1 <sup>st</sup> semester	-	-	-	-	-
	2 <sup>nd</sup> semester	0	7	11	6	24

### 6.3.1 Staff-Student ratio

The table 6.5 below presents the teaching staff ratios for the Bachelor of Education Chemistry. organized by the College of Education which hosts the Department of Chemistry. The teaching staff comprises of professors, associate professors, assistant professors, lecturers, and demonstrators.

**Table 6.6 : Students per teacher years(2012-2015) in Chemistry program**

Student-staff ratio	2014-2015	2013-2014	2012-2013
	1:22	1:19	1:21

### 6.3.2 Satisfaction in the education

As part of this self-assessment report, student feedback of the degree programs is in (Appendix CHEM 9). Satisfaction in ZCE education is surveyed among ZCE graduates at the time of graduation, after four years in their field of work, and among their employers. KSA students. The feedback is gathered together annually and the results are reported on the University level on the web site. Quality manager is responsible for this process together with Student Services.

## 7. Documentation and Transparency

### 7.1. Relevant regulations

To receive the Degree of Bachelor of Chemistry from College of Education, at least 100% credits hours, have to be passed in this University (total degree 144 credits). Detailed regulations of the degree are given in the University Regulations on Education and the Completion of Studies (Appendix MU 03).

### 7.2. Diploma Supplement

Diploma supplement is formulated by following the directions of the College Council and always attached to the B.E.C. degree certificate (Appendix CHEM13). Diploma supplement is attached to the degree certificate along with the transcript of records. It includes the information about the College, courses included into degree, as well as the grades of the Courses and the structure of the degree (Appendix MU 03). Compulsory, elective and free subjects are given as an overall grade. The overall grade is the average of all courses completed by the student in the subject in question, weighted according to the credit hours of each course (Appendix ZEC 04).

## **8. Equality and diversity statement**

### **8.1 Equality and diversity statement**

The Majmaah University represented by College of Education- Zulfi Chemistry Department committed to creating and sustaining a positive and supportive working environment for staff, and an excellent teaching and learning experience for students and the staff are equally valued and respected, and students are encouraged to thrive academically. As a provider of employment and education, Chemistry Department value the diversity of our staff and students. Chemistry Department are committed to providing a fair, equitable and mutually supportive learning and working environment for students and staff. This is reflected in the core values of the University Strategy, which state the importance of:

- valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all Chemistry Department professional activities and relationships
- equality of educational opportunity based on merit, irrespective of background, beliefs and socio-economic context

This equality and diversity policy provides for coordination and implementation at a strategic level and is supported by additional policies that provide for an integrated approach to equality and diversity University-wide.

#### **8.1.1 Commitment to equality and diversity**

Chemistry Department believe that excellence will be achieved through recognizing the value of every individual. We aim to create an environment that respects the diversity of staff and students, enabling them to achieve their full potential, contribute fully and derive maximum benefit and enjoyment from their involvement in the life of the University.

To this end, Chemistry Department acknowledge the following basic rights for all members and prospective members of Chemistry Department community:

- to be treated with respect and dignity
- to be treated fairly with regard to all procedures, assessments and choices
- to be encouraged to reach one's full potential

These rights carry responsibilities and we require all members of Chemistry Department community to recognize these rights and act in accordance with them. In

addition, Chemistry Department will comply with all relevant legislation and good practice.

### **8.1.2 Dealing with discrimination**

Chemistry Department perceive bullying, harassment and victimization of any individual as contradictory to Chemistry Department aspirations for a supportive working environment and will not be tolerated. Any allegations of such behavior will be investigated, and ultimately disciplined, in accordance with the “Dignity at work and study policy.

### **8.1.3 Responsibility**

University Council has overall responsibility for ensuring that we operate within a framework of equality of opportunity.

The Vice Chancellor and members of the University Executive Group (UEG) have overall management responsibility, delegated to all managers throughout the University.

All members of staff and students have a duty to support and uphold the principles of our equality and diversity policy and its supporting policies.

### **8.1.4 Implementation**

The Vice Chancellor appoints the Diversity Champion to oversee the development and execution of equality and diversity directives.

All committees and governance structures of the University have a responsibility to equality and diversity. We expect that, where applicable, Equality Impact Assessments will be conducted, while equality objectives are integrated into all work plans.

Our Diversity Team will also coordinate and maintain the Equality Plan, which defines how we will meet our legal obligations and equality business objectives.

## **8.2 Services to students and graduates**

Chemistry Department is committed to offer a high quality service to its clients and support their transition into the world of work. Chemistry Department aims to help all students and graduates compete on equal terms in the marketplace by the following

1. guide students and graduates through their career choices and the application process for jobs and further study.



2. offer guidance regarding strengthening and enhancing these applications
3. give advice and support to counter any discrimination faced.

### **8.3 Access to guidance services**

Chemistry Department is committed to develop a service which can be accessed easily by all Majmaah University students and graduates.

In this regard, Chemistry Department aims to make the services friendly and to offer services at times to meet the needs of all our students.

Chemistry Department therefore runs an open access Careers Resource Area at the Zulfi Campus; an evening service by appointment and an e-mail guidance service.

### **8.4 Countering discrimination**

Graduate employment and training has become an increasingly competitive area and students from a non-traditional background can often feel disadvantaged when making career choices and entering the job market.

If anyone feels that Chemistry Department has not addressed issues of their age, gender, color, race, nationality, ethnic or national origin, religion, disability in any of the services we provide to students and graduates, then please let us know.

### **8.5 The College's Commitment**

No prospective or actual student or member of staff will be treated less favorably than any other, whether before, during or after their study or employment at Zulfi College of Education on one or more of the following grounds, except when such treatment is within the law and determined by lawful requirements: age; colour; disability; ethnic origin; marital status; nationality; national origin.

With regard to students, this policy applies to (but is not limited to) admissions, to teaching, learning and research provision, to scholarships, grants and other awards under the College's control, to student support, to accommodation and other facilities, to health and safety, to personal conduct and to student complaints and disciplinary procedures.

The College will also avoid, in the fields of employment, education and provision of goods, facilities, services and premises the use of ostensibly neutral criteria which have disproportionate adverse impact on those of a particular age; color; disability; ethnic origin; marital status; nationality; national origin; parental status; race; religion or belief; gender; or length or type of contract (e.g. part-time or fixed-term).

In order to realize its commitment, the College will:

1. Promote the aims of this policy;
2. Be proactive in eliminating discrimination, including harassment and bullying, through training and the production and dissemination of codes of practice and guidance;
3. Have regard to its obligations under relevant legislation, including the requirement to carry out impact assessments in certain areas, and for its policies, codes of practice and
4. Guidance to mirror the same and be changed to meet the demands of new legislation; whilst acknowledging that they are not legally binding, have regard to any Codes of Practice issued or adopted by the Commission for Equality and Human Rights; make this policy, as well as all codes of practice and guidance available to all staff and students;
5. Regularly review the terms of this policy and all associated codes of practice and Guidance.

## **8.6 Responsibilities**

### **8.6.1 College Council**

The College council is the main body which is dedicated to deliver the College's diversity and equal opportunities objectives. The Council 's Terms of Reference read as follows:

The Equality Committee is a committee of Zulfi College. It is responsible for the development, implementation, monitoring, prioritization and review of policies, procedures and practice to support the College's Equal Opportunities Policy in relation with its employees (Fellows and staff) students, visitors and others closely associated with the College.

### **8.6.2 Heads of Departments**

Heads of the College's operating departments are responsible for the day to day Implementation and delivery of the College's objectives for diversity and equal opportunities in their department.

### **8.6.3 The Domestic Bursar**

The Domestic Bursar has primary responsibility for facilitating the accessibility of the College's buildings for disabled users.

## **8.6.4 All staff and students**

This policy applies to all members of the College, both students and staff, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants, to student applicants, current and former students, to associate members and to visitors to the College.

These members of the College have a duty to act in accordance with this policy, and therefore to treat colleagues with dignity at all times and not to discriminate against or harass other students or members of staff, whether junior or senior to them.

The College expects all its staff and students to take personal responsibility for familiarizing themselves with this policy and to conduct themselves in an appropriate manner at all times to respect equality of opportunity for all staff, students, applicants and visitors. The College regards any breach of this policy by any employee(s) or student(s) as a serious matter to be dealt with through its agreed procedures and which may result in disciplinary action and possibly dismissal

## **8.6.5 Complaints**

Zulfi College of Education takes seriously any breach of this policy. Disregard of this policy may result in disciplinary action including dismissal. The College encourages any prospective or current student or member of staff who has a complaint concerning a breach of this policy to bring such a complaint to the College. Any member of the College may use the grievance procedures given in the Student Handbook, the Staff Handbook ()and the Notes for New Fellows to complain about discriminatory conduct. The College is concerned to ensure that staff feel able to raise such grievances and no individual will be penalized for raising such a grievance unless it is untrue and made in bad faith.

## **8.7 Corrective Procedures**

### **8.7.1 Discipline**

Any employee or student who harasses any other employee or student on any of the grounds covered in this Policy will be subject to the relevant College disciplinary procedure. In serious cases, such behavior will be deemed to constitute gross misconduct and, as such, will result in summary dismissal in the absence of mitigating circumstances.

### **8.7.2 Monitoring**

Monitoring of the Equal Opportunities Policy is the responsibility of the Equality in College.

### **8.7.3 Positive Action**

Should inequalities become apparent, as a result of the College's monitoring procedures, positive action will be taken to redress the imbalance, including measures such as:

1. advertising jobs in ethnic or female interest publications, as appropriate
2. introducing assertiveness training
3. introducing English language training
4. encouraging under-represented groups to apply for suitable training posts
5. Making contact with disabled people via the local Job Centre.

**APPENDICES:****Group(1) Majmaah University:**

*MU01. (University Act) The Statute of the council of Higher Education and Universities*

*MU02. Government Decree on Majmaah University & college of Education*

*MU03. Implementation Rules of Undergraduate Study and Examination*

*MU04. Study and enrollment*

**Group(2) Zulfi, College of Education**

*ZCE01. Zulfi, College of Education Strategy Plan 2013*

*ZCE02. Teacher's Quality Manual*

*ZCE03. Quality Guide for Studying and Learning*

*ZCE04. The calculation of the Final Grade (GPA)*

*ZCE05. Internal Report from Quality Deanship*

*ZCE06. Staff Handbook*

*ZCE07. Graduates Unit Handbook*

*ZCE08. Academic Advising*

*ZCE09. Professional Teaching Standards for Majmaah Staff*

*ZCE10. Measurement & Assessment Guide*

*ZCE11. Training and Community Service Unit*

**Group(3) Chemistry Program:**

*CHEM01. Program Specification*

*CHEM02. Program Handbook*

*CHEM03. Objectives Matrix Models*

*CHEM04. Study Plan*

*CHEM05. Learning outcomes of the degree program*

*CHEM06. Courses Handbook*

*CHEM07. Teaching methods*

*CHEM08. Course evaluation methods*

*CHEM09. Course Feedback (example)*

*CHEM10. Statement of Students*

*CHEM11. Annual of Chemistry & Information Program report*

*CHEM12. Staff C.Vs.*

*CHEM13. Practical Training Guide*

***Group(4) Comparisons among University, College and Program:***

*MUP01. Consistency between University & college Missions*

*MUP 02. Consistency between college & CSI Programme Missions*

*MUP 03. Consistency between CSI program Missions and Objectives*

*MUP 04. Consistency between Student learning Outcomes and program Objectives*

*MUP 05. Consistency between Program Outcomes and NCAAA Outcomes*

*MUP 06.Foundation Skills*

*MUP 07.Fundamental Skills*

*MPU08.Core Skills*

*MUP 08a.Program Skills(Program Level)*

*MUP 09.Student Outcome Rubric*

*MUP 10.Program Tree*

*MUP 11.Assessment methods used to measure Student Learning Outcomes*

*MUP 12.Student Learning Outcomes to Courses Matrix(X Matrix)*

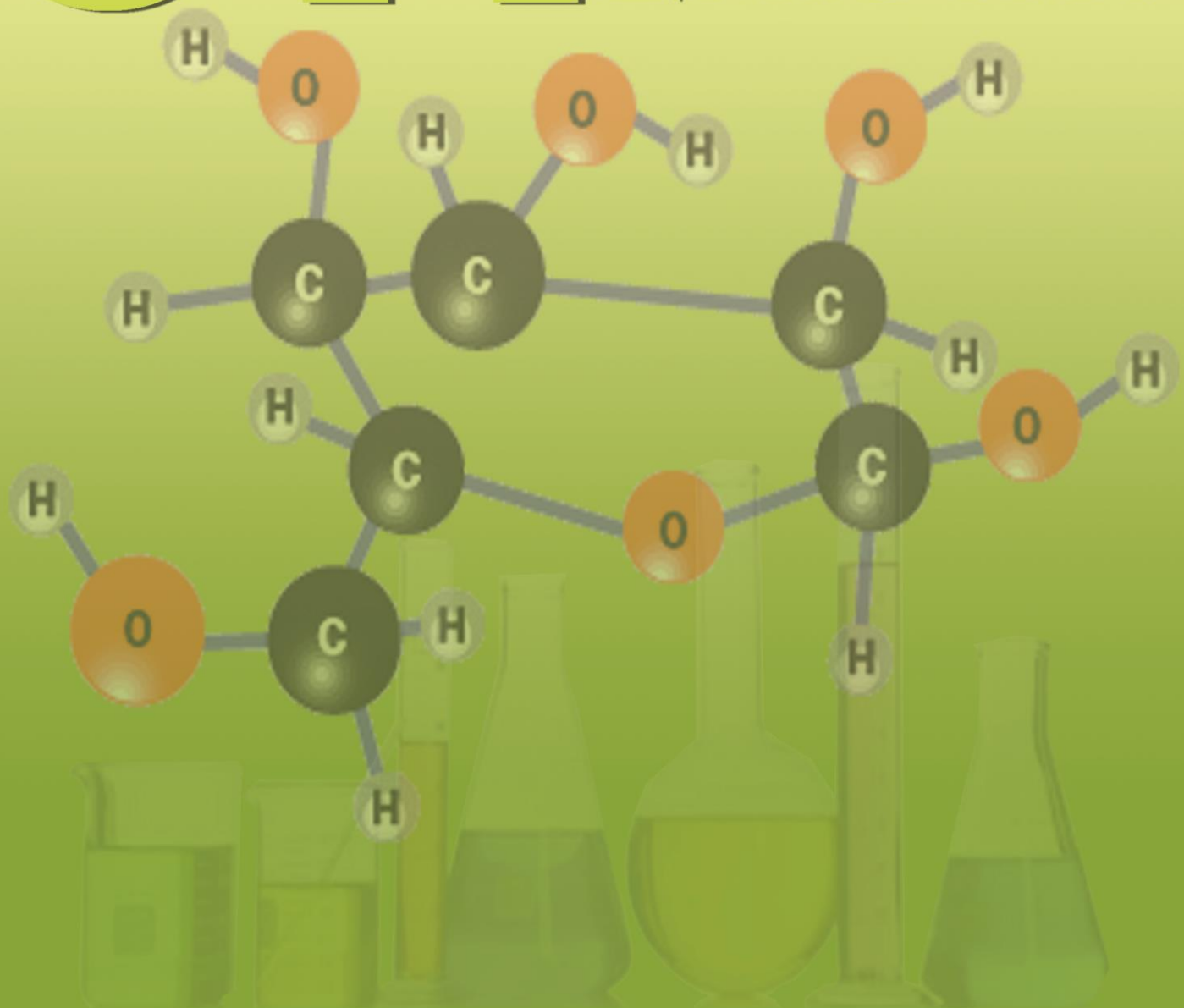
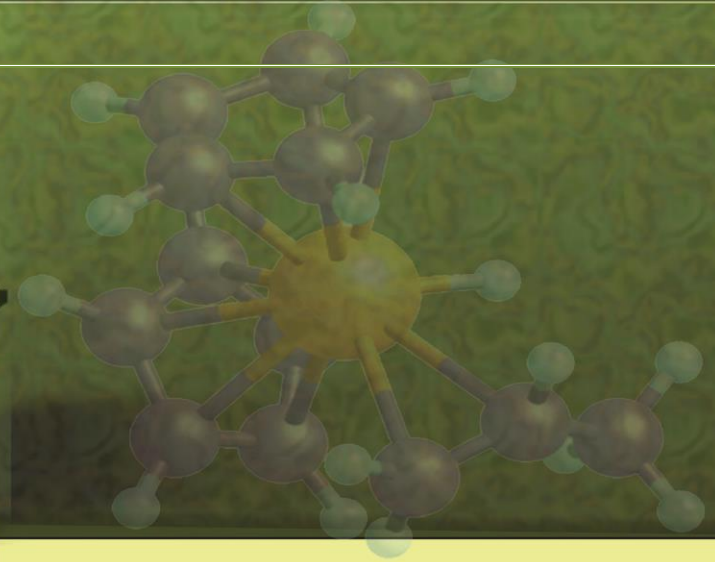
*MUP 13.Student Learning Outcomes to Courses Matrix(I,R,E Matrix)*

*MUP 14.Selected Courses for Measuring Student Learning Outcomes*

*MUP 15.Student Learning Outcomes Measuring Schedule*

*MUP16.Course Student Learning Outcomes to Program Learning Outcomes Map*

# CHEMISTRY



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