



جامعة المجمعة
Majmaah University

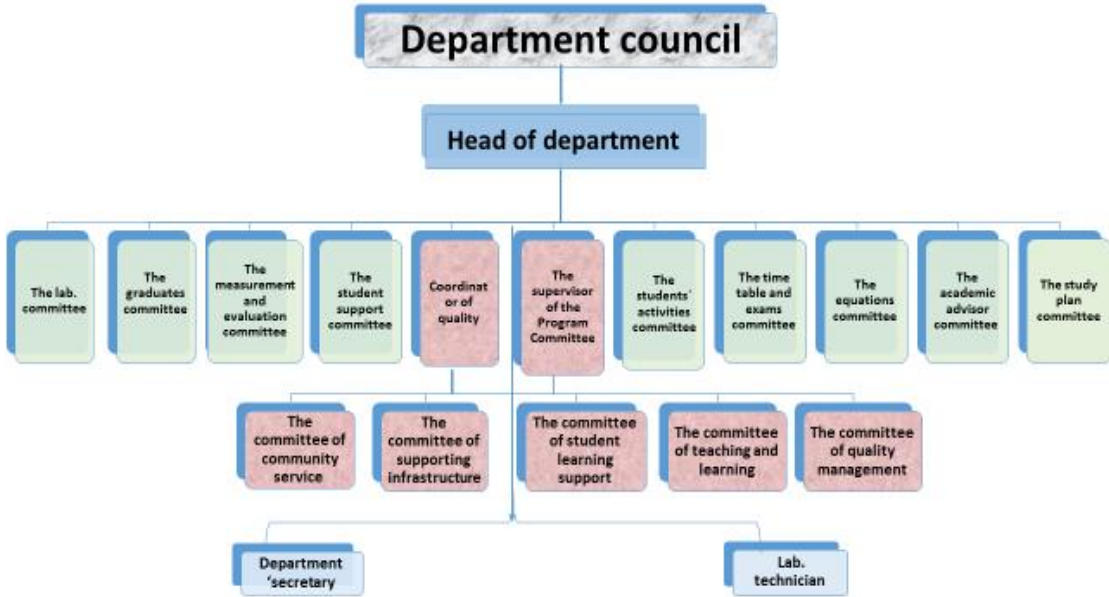
Program Specifications (PS)

Institution: **Majmaah University**
Academic Department **Biology**
:
Programme : **Biology Department**
Specification Approved Date :
5/6/1436

Muharram 1437 H



Program Specifications

1.	Al Majmaah	Date of	8/1437 H
Institution:	University	Report:	
2. College /	: College of Education in Al Majmaah/ Biology		
Department :	Department		
3. Dean	Dr. Abdelrahman Elsabet		
4. Insert program administrative flowchart :			
5. List all branches/locations offering this program	<p>Branch/Location 1. Biology department , College of Education in Al Majmaah.</p> <p>Branch/Location 2. There is no one</p> <p>Branch/Location 3. There is no one</p>		

Branch/Location 4.

There is no one

A. Program Identification General Information

1. Program title :	Bachelor of Education- Biology	Code :	حيا
2. Total credit hours needed for completion of the program :	144 credit hours		
3. Award granted on completion of the program :	Bachelor of Education / Biology specialty		
4. Major tracks/pathways or specializations within the program :	There are no paths		
5. Intermediate Exit Points and Awards (if any) :	... Not applicable		
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program) include professions or occupations at each exit point) from the program (eg. diploma or associate degree) include professions or occupations at each exit point) :	<ul style="list-style-type: none"> - Science teachers in middle schools. - Biology science' Teachers in secondary school public education. - Teaching assistants in universities - Biology Department. 		
7. (a) New Program	<input checked="" type="checkbox"/>	Planned starting date :	1432-1433
(b) Continuing Program	<input type="checkbox"/>	Year of most recent major program review	1437
Organization involved in recent major review			
Accreditation review by :			
* Vice dean of quality and skills development at Al Majmaah University			
* Certifier review by Deanship of quality and skills development at Al Majmaah University			
Others :			
<ul style="list-style-type: none"> • Committee delegate from the programmatic developmental project 			



- **Quality and Accreditation Centre, in Faculty of Education**
Centre Members :
 - Dr. Abdullah Al- Aidy : The previous vice dean of quality and accreditation in Al Majmah university
 - Dr. Mona El-Dosoky
- **Program Supervising committee in quality unit in biology department**
Committee Members :-
 - Dr . Mona Makiaa : The head of department
 - Dr. Halah Ali Abdelsalam :Responsible for quality of teaching and learning standards committee
 - Dr. Zeinab Abd El Mohdy :Responsible for Quality Management Standards committee
 - Wafaa Elmansey Coordinator of Quality
- **Member responsible for Program quality assurance standard**
- **Educational science department**

8. Name of program coordinator or chair.

(If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both)

Dr . Mona Abd Ellatif Makia

9. Date of approval by the authorized body :

(MoHE for private institutions and Council of Higher Education for public institutions).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: Basic branch of the university	Decision of program (مرفق ٢)establishing	4-7-1430 H
2:	

B. Program Context :





1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- 1. The program fills in gaps and needs for national biology teachers in schools.**
- 2. fills the lack of labs preparations who are specialists in biology science in universities.**
- 3. helps in university Graduation who are Scientifically qualified and can continue their postgraduate studies in order to prepare teaching Saudi members in different biology branches of the college .**
- 4. keep up with scientific and cultural developments in the world and new theories and facts in biology**
- 5. contribute with technical applications in biology areas and the environment that serves the community development**

b. Explain the relevance of the program to the mission and goals of the institution.

*** The program aims to prepare well-trained professionals ,educators , qualified leaders and qualified scientists with professional ethics .**

*** conduct educational scientific and useful researches to develop the society, also to provide consulting and appropriate solutions for society' problems .**

*** integrating information and communication technology in the educational system, according to the criteria of quality and accreditation .**

Biology Department, college of Education in Al Majmaah , seeks to start from its message and compatible with the message College of Education in order to prepare scientific people who are specialized in theoretical knowledge and practical that are required in biology science .They have educationally and professionally qualified and they are have been experienced and application practice of information technology and education means , according to quality standards that they can contribute in development of the society .





Matrix of program message and objectives

<i>Mission of the program</i>						
<i>Community development</i>	<i>Sharing in researches in biology science</i>	<i>Meeting the needs of working market requirements</i>	<i>Increasing scientific and practical knowledge</i>	<i>Preparing new generation of qualified graduates</i>		
			x	x	<i>First objective</i>	<i>Objectives of the program</i>
	x		x		<i>Second objective</i>	
		x	x		<i>Third objective</i>	
x	x		x		<i>Fourth objective</i>	

2. Relationship (if any) to other programs offered by the institution / college / department.

a. Does this program offer courses that students in other programs are required to take?	Yes	√
	NO	

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- (General Chemistry course) CHEM 111, which examines the rapporteur in the first level of scientific departments of the Faculty of Education in ALMajmaah

--(General physics course) PHYS 111, which examines the rapporteur in the first level of scientific departments of the Faculty of Education in Al Majmaah

b. Does the program require students to take courses taught by other departments?	Yes	√
	NO	



If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- There are requirements in Islamic studies; student studies 6 to 8 credit hours.
- .•There are requirements in the Arabic language , student studies two to 4 credit hours
- .•There are educational preparation requirements considering requesting 32 hours
- .•There are statistics , calculus skills and integration requirements ; student studies 4 hours
- .There are optional requirements such as family and childhood, and volunteer work ;Student studying four hours out of 14 hours

If yes, what should be done to make sure those courses in other departments meet the needs of students in this program?

1. Reviewing courses on a regular basis to ensure the continuity and suitability for the needs of students in programs that provide to them, through the plane committee and schedules in the department, where they are reviewed in the light of the mission and objectives of the department.
2. Applying a questionnaire to evaluate courses by students to provide feedback
3. the results of a questionnaire which evaluate the program by the students
4. measure the satisfaction of students about courses of other programs

5-External review by independent experts to ensure that those courses achieve learning outcomes

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes

NO

If yes what are those needs or characteristics ?.

1. Using computer skills and more appropriate information and communication technologies which are suitable for explaining interpretation, and communicate with information and ideas
2. perfecting Arabic and English language skills
3. using statistical methods , mathematical skills and numerical
4. perfecting the educational teaching skill

4. What modifications or services are you providing for special needs applicants?

No special needs in the program .

C. Mission, Goals and Objectives

1 . Program Mission Statement :

Preparing a new generation of qualified graduates and persons equipped with scientific and practical knowledge to meet the needs and requirements of the labor market. Also to contribute in conducting research in biology field for the development of society and sharing in doing studies and scientific researches to support the profession and the surrounding community..

Program Vision

Department of Biology, Faculty of Education in Al Majmaah seeks to leadership , excellence and to make the learning process more interesting and useful for the teacher and the learner.

Measurable Objectives

1. Graduating qualified students for creative thinking to teach biology in the various stages of education.
2. Developing communication skills and creativity for graduates students in the research process and self-learning by using information technology
3. Presenting principles and professional ethics in Biology teaching.
4. Helping graduate to identify the scientific concepts and results of studies on all living organisms and environmental studies in all areas of the kingdom

List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
<p>1. graduating qualified students for creative thinking to teach biology in the various stages of education</p>	<p>1. Mastered creative thinking skills in biological sciences fields. 2. Percentage-Reza employment for graduates of the program of not less than 80% points 3. External advisory committee Report</p>	<p>1- developing study plan 2- attract a new staff members 3- making community sharing with employment</p>
<p>2. Developing communication skills and creativity for graduates students in the research process and self-learning by using information technology</p>	<p>1. The ratio of satisfaction of employment for graduates of the program points of not less than 80% 2. External advisory committee Report</p>	<p>1- Put special programs for good and talented students 2- Exchange of experiences between students of Saudi universities in the field of biology 3- Use of modern technologies in teaching</p>
<p>3. Presenting principles and professional ethics in Biology teaching.</p>	<p>1. Commitment to the principles and ethics of the profession 2. Percentage-Reza recruiters and faculty members on the ethics program graduates 3. External advisory committee Report</p>	<p>1. Prepare the code of ethics of the profession of teaching biology 2. Hold regular seminars for students to consolidate the principles and ethics of the profession</p>

<p>4. helping graduate to identify the scientific concepts and results of studies on all living organisms and environmental studies in all areas of the kingdom</p>	<p>1. know the results of various studies in the biology field</p> <p>2. Percentage of satisfaction students for laboratories and facilities and equipment of the program</p> <p>3. External advisory committee Report</p>	<p>1- Provide a learning environment security research for the study is valid in the field of biology</p> <p>4. Organizing of the scientific forum of the sectors in biological sciences field .</p>
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D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table

(A separate table is required for each branch IF a given branch/location offers a different study plan).

Curriculum Study Plan Table

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
Prep Year						
Not applicable						
Level 1						
	SALM101	Introduction to Islamic Culture	optional		2	Islamic studies
	ARAB 101	Linguistic skills	optional		2	Arabic
	EDU 116	Educational Technology & Communication Skills	Mandatory		2	Educational sciences
	EDU 117	Foundation of Islamic Education	Mandatory		2	Educational sciences
	EDU118	System and education policies in kingdom of Saudi Arabia	Mandatory		2	Educational sciences
	CHEM111	General chemistry (1)	Mandatory		1	Biology

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	MATH 111	Integral & Differential Calculus I	Mandatory		1	Mathematics
	PHYS 111	General physics (1)	Mandatory		1	Biology
		University Requirement	Optional		2	A course suggested by the college
Level 2						
	EDU126	Developmental psychology	Mandatory		2	Educational sciences
	ZOO 121	Animal Taxonomy	Mandatory		2	Biology
	BOT 122	Plant kingdom	Mandatory		2	Biology
	BIO 123	cytology	Mandatory		2	Biology
	BIO 124	Technology laboratory techniques	Mandatory		2	Biology
	PHYS 125	General Physics (2)	Mandatory		1	Biology
		University Requirement	Optional		2	Islamic studies
Level 3						
	EDU 216	Mental Health	Mandatory		2	Educational sciences
	EDU 217	Educational Research Principles	Mandatory		2	Educational sciences
	ZOO 211	Animal Histology	Mandatory	BIO 123	2	Biology
	BOT 212	Morphology and anatomy of flowering plants	Mandatory	BIO 123	2	Biology
	BIO 213	Ecology	Mandatory		2	Biology
	CHEM201	Organic Chemistry	Mandatory		2	Biology
		University Requirement	Optional		2	Islamic studies
Level 4						
	EDU 226	Educational Psychology	Mandatory		2	Educational sciences

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	ZOO 221	Arthropoda, Mollusca and Echinodermata	Mandatory	ZOO 121	2	Biology
	BOT 222	Bacteriology	Mandatory	BIO 123	2	Biology
	BIO 223	General genetics	Mandatory	BIO 123	2	Biology
	CHEM202	Biochemistry	Mandatory		2	Biology
	STAT101	Biostatistics	Mandatory		1	Biology
		University Requirement	Optional		2	A course suggested by the college
Level 5						
	EDU 316	Administration & Educational Planning	Mandatory		2	Educational sciences
	EDU 317	E-Learning Resources Production	Mandatory	EDU 116 First level	2	Educational sciences
	ZOO 311	Entomology I	Mandatory	ZOO 221	3	Biology
	ZOO 312	Chordata	Mandatory	ZOO 121	3	Biology
	ZOO 313	Animal Physiology I	Mandatory	BIO 123	3	Biology
	BOT 314	Plant Physiology I	Mandatory	BIO 123+ CHEM202	3	Biology
	BOT 315	Cytogenetics	Mandatory	BIO 223	2	Biology
Level 6						
	EDU 326	Teaching Strategies	Mandatory	EDU 226	2	Educational sciences
	EDU 327	Educational Curricula	Mandatory		2	Educational sciences
	ZOO 321	Entomology II	Mandatory	ZOO 311	3	Biology
	ZOO 322	Comparative Animal Anatomy	Mandatory	ZOO 312	3	Biology
	BOT 323	Applied Microbiology	Mandatory	BOT 222	2	Biology
	BOT 324	plant Growth and Differentiation	Mandatory	BIO 123	3	Biology
	BOT 325	Applied Genetics	Mandatory	BIO 223	2	Biology
	BOT 326	Virology	Mandatory		1	Biology
Level 7						
	EDU 416	New Trends in Teaching	Mandatory	EDU 326	2	Educational science



Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	EDU 417	Educational Evaluation	Mandatory	EDU 327	2	Educational science
	ZOO 411	Embryology	Mandatory	ZOO322	3	Biology
	ZOO 412	Parasitology	Mandatory	ZOO121	3	Biology
	BOT 413	Plant physiology II	Mandatory	BOT314	3	Biology
	BOT 414	Phycology	Mandatory		3	Biology
	BIO 415	Research Methodology	Mandatory		2	Biology
Level 8						
	ZOO 421	Animal Physiology II	Mandatory	ZOO313	3	Biology
	BOT 422	Mycology and Plant Pathology	Mandatory		3	Biology
	BOT 423	Flowering Plant Taxonomy	Mandatory	BOT122	3	Biology
	BIO 424	Flora and Fauna at KSA	Mandatory		3	Biology
	EDU 425	Practical Training	Mandatory	Passing all the Educational courses+ 121H. specific courses	6	Educational science
<i>Include additional years if needed.</i>						

2. Required Field Experience Component

(if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program.

Note: see Field Experience Specification

Preparing specification of educational experience

Encloses specification of the education practice course and its templates .

a. Brief description of field experience activity

A- Practical education is considered a basic course of the program and an important requirement for graduation in order to train the student the professional skills and learning about teaching mechanisms. It is applied in a specific period of training.

Type of activity: The students of eighth-level teach courses related to biology science according to practical education plan , which includes a list of lessons that



the student taught. She can recognize how to deal with the students inside the classroom and the problems that she may encounter while conducting a training process. It also help the students to acquire skills which qualifies for teaching .

Activity evaluation : students are evaluated through reports presented by college supervisor , school principal and educational supervisor

B. Place to provide training: middle and secondary school

b. At what stage or stages in the program does the field experience occur?

(eg. year, semester)

8th semesters

c. Time allocation and scheduling arrangement.

(eg. 3 days per week for 4 weeks, full time for one semester)

Preparatory program in the first week of the second semester (Level 8)

Continues Training related to the rate of 12 hours of training (6 credit hours) every week

The student should pass the 121 teaching hours of the total program hours , including 32 hours of educational teaching .

d. Number of credit hours *(if any)*

6 hours

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program.

(Other than projects or assignments within individual courses)

(A copy of the requirements for the project should be attached.)

Biology department is going to a research project in the field of biology to the study plan. It takes approval from department and college councils. Now we are waiting for agreement of Study Plan Committee of the University.

This research will help to keep up the development in the biological science, to achieve the demands of post-graduate degree and give benefit to the university and the community.

a. Brief description

The student will be asked to make a research in the field of biology.

They will be distributed on appropriate numbers of staff supervisors. The student can choose any topic depending on the specialty of staff supervisor in order to raise the level of research competence and make benefit to the University and community.

b. List the major intended learning outcomes of the project or research task.

- 1- Recognize in an integrated manner the basic elements of the research project**
- 2- Interpret the results of the research topic and arranged it logically and**

<p>sequentially</p> <ol style="list-style-type: none"> 3- Compare the research result with the previous scientific research relevant to the research topic 4- Suggest some solutions and recommendations to the problems of research topic 5- Work properly in a team work during practical operation and implementation of the research project tasks 6- Use useful web sites for research on the internet and obtain the latest practical research and increase knowledge of the course' contents 7- Use devices, laboratory instruments and tools properly .
<p>c. At what stage or stages in the program is the project or research undertaken?</p> <p>Seventh level; the student should pass all core courses of previous six levels.</p>
<p>d. Number of credit hours (2 credit hours)</p>
<p>e. Description of academic advising and support mechanisms for students.</p> <p>Each staff supervisor will guide a limited numbers of students in the different stages of research project till it reach to its final form .</p>
<p>f. Description of assessment procedures</p> <ol style="list-style-type: none"> 1- The staff supervisor will write 2 reports about student performance at two different stages of the work. This constitute 20% of assessment. 2- The staff supervisor will assess the final form of research. This constitute 10% of total assessment. 3-The staff supervisor will assess the student's presentation. This constitute 10% of total assessment. 4- A committee from department will be selected according to specialization of the research . Its members are responsible for assessment of final presentation and the research. This constitute 15 and 45% respectively. <p><i>(including mechanism for verification of standards)</i></p>

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
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NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Collect integrated comprehensive knowledge of the basic principles and theories related to biological science and theories of education which are necessary for professional preparation .	<ul style="list-style-type: none"> • Lecture strategy • Brainstorming strategy • Problem-solving strategy • Discussion and dialogue strategy 	<ul style="list-style-type: none"> • -Researches assessment • oral exam • reports • educational practice assessment • Questionnaire
1.2	Find the relationship between the scientific biological theories and other scientific and professional fields related to biological science .		
1.3	Classify the latest educational and psychological developments and recent researches that can find solutions for issues and increase knowledge in biology field .		
1.4	Explain the systems and regulations of the profession and its technical requirements and how to improve them according to the subsequent changes		
2.0	Cognitive Skills		
2.1	Investigate the information and analyze them to study phenomena related to Biological science and teaching problems that she face , then using it in proposing innovative solutions based on her theoretical and practical background to take appropriate decisions	<ul style="list-style-type: none"> • Problem-solving strategy • Group discussion strategy • Active learning strategy • Case study strategy • E-learning strategy 	<ul style="list-style-type: none"> • Mid term exams • reports • work paper assessment • oral exam • observation • educational practice assessment • research assessment
2.2	Analyze the relationship between the construction and function at the molecular , cellular , organic and ecological levels with explanation of the molecular mechanisms, metabolism and gene expression		
2.3	Conclude the reasons for the relatively complex problems in biological science, using variable forms of information technologies and other sources.		
2.4	Link between knowledge, acquiring skills, academic, and professional contexts related to the teaching of biology fields .		
3.0	Interpersonal Skills & Responsibility		
3.1	Take the initiative in identifying the issues and class rooms problems with suggestion of constructive solutions in the collective	<ul style="list-style-type: none"> • Cooperative learning • -Case Study 	<ul style="list-style-type: none"> • Educational practice assessment

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
	and individual attitudes		
3.2	Exercise group's leadership in a variety of situations which require innovative responses	<ul style="list-style-type: none"> • Problem Solving • Teaching Exchange • Peer assessment • Active learning strategy 	<ul style="list-style-type: none"> • Assessment of student presentation • Performance evaluation • reports • observation • practical exam
3.3	Form a positive trends towards the teaching profession committed to ethical and professional values, taking into account the humane treatment of all living organisms in the field of research and laboratory		
3.4	Be responsible for self-learning and continuing personal and professional development, using the means of finding new information or analysis techniques to accomplish the tasks .		
4.0	Communication, Information Technology, Numerical		
4.1	Communicate verbally and in written ways by using appropriate display forms for different issues with different recipients.	<ul style="list-style-type: none"> • Microteaching • Competitive learning • Self- learning • Individual and group researches using internet • Activities and home works • E-learning 	<ul style="list-style-type: none"> • Observation • Researches assessment • Reports • practical education assessment
4.2	Use Appropriate information technology and communication in gathering information to interpret and implement it in teaching situations		
4.3	Determine the statistical and mathematical methods which are relevant in examining issues and problems, and creatively applied in interpreting the information and propose solutions		
5.0	Psychomotor		
5.1	Mastered the use of tools and, laboratory devices in dissection and conduction of practical experiments	<ul style="list-style-type: none"> • lab strategy • cooperative learning • working in small groups 	<ul style="list-style-type: none"> • practical exams • reports • observation • lab manual
5.2	Know well how to examine and draw microscopic sectors in a valid scientifically method		





Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Program Learning Outcome NQF Learning Domains and Learning Outcome																			
Program Learning Outcome NQF Learning Domains and Learning Outcome																			
		Knowledge				Cognitive Skills				Interpersonal Skills & Responsibility				Communication, Information Technology, Numerical			Psychomotor		
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	
Courses	SALM101									I			I			I	I		
	ARAB 101				I					I	I	I	I	I	I				
	SALM 102												I		R	R			
	EDU 116								I	I	I		I	I	R				
	EDU 117				I								I	I					
	EDU118				I								I	I					
	CHEM111	I	I			I	I						I		I	I		I	
	MATH 111	I	I			I			I	I	I				I	I			
	PHYS 111	I	I			I	I								I			I	I
	SCOI 101			I					I		R		I	I	I				
	EDU126	R												R	R				
	PHYS 125	R	R			R	R							R		R		R	
	ZOO 121	I	I			I	I					I	I		I				I
	BOT 122	I	I			I	I						I			I		I	I
	BIO 123	I				I		I						I		I		I	
	BIO 124	I				I		I				I		I		I		I	
	SALM104												I		I	I			
	EDU 216														R	R			
	EDU 217				I										R	I			
	ZOO 211	I	I			R	R								I		I		I
	BOT 212	I	I			I	I								E	E			I
	BIO 213	R	R	R		R									R		E		I
	CHEM201	R	R				R					R			R	R		R	
	ARAB 103				I						I	I	I	I	I	I			
	EDU 226	R				R					I				I	R			
	ZOO 221	R				E	E	E				R				R		E	
	BOT 222	I	I			I	I					R			R			I	
	BOT 223	I	I					I	I						I	I			I
CHEM202	E	E			E								E	E		E	E	E	
STAT101	I	I			I						R	R			R	R			

Levels : **I** = Introduction(Introduce) **R** = Reinforce (Proficient) **E** = Emphasize (Advanced)

		Knowledge				Cognitive Skills				Interpersonal Skills & Responsibility				Communication, Information Technology, Numerical			Psychomotor	
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
Courses	EDU 316				R	R				R			R	R	E			
	EDU 317							R		R	E	E	R	R	R			
	ZOO 311	I				R		R					I		R			R
	ZOO 312	I	I			I	I				R		R		R		R	R
	ZOO 313	R	R			E	E				R				R		E	E
	BOT 314	R	R			R	R						R		R		R	
	BOT 315	R	R			I	I				R		R	R				R
	EDU 326	R								R			R	R				
	EDU 327	E				R							R	R				
	ZOO 321	E				E	E	E			E				R			E
	ZOO 322	R				R		R					E		E		E	E
	BOT 323	I	E			I	I						E	E			E	
	BOT 324	I	I			E	E						E		E		E	E
	BOT 325	E	E	E		E	E	E					E	E				
	BOT 326	R	R			R	R				R	R			R			
	EDU 416	E				R				E		E	E	E				
	EDU 417	E				E			E				E	E				
	ZOO 411	E				E		E					E		E			E
	ZOO 412	E	E			E	E				E				E			E
	BOT 413	E	E			E	E						E		E		E	
	BOT 414	E	E			R	E						R		I			R
	BIO 415	E	E			E	E					E		E	E			
	ZOO 421	E	E				E	E			E				E		E	E
	BOT 422	E	E			E	E				E			E			E	
	BOT 423	E	E			E		E			E			E	E		E	
	BIO 424	E	E			E		E			E				E		E	
	EDU 425				E	E			E	E			E	E				
	ENG101										I		I	I	I			
FCH101		I	I	I						I		I	I	I				
HAF101		I				I				I		I	I	I				
LHR101									I	I		I	I	I				
VOW101								R	R			I	I					

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

We have department council that contains of the specific requirements for Biology Department in years 1433-1437H

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.*
- Progression from year to year.*
- Program completion or graduation requirements.*



- a. Attendance. The student must attend 75% of the theoretical lectures and practical**
b. Progression from year to year. She should succeed in all courses of the program
c. Program completion or graduation requirements. to get a percentage of not less than 60%

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement :
(eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

According to the Regulation of Saudi Universities

Degrees of courses are distributed according to Exams Regulation of Majmaah University as follows:

General and educational courses of the program

30 degrees for two midterm exams

10 degrees for evaluation of student effort and participation

60 degrees for final written examination

Total = 100 degrees

Some educational courses distribute the total degree as follows

20 degree for 1 midterm exam

20 degrees for evaluation of student effort and participation

60 degrees for final written examination

Total = 100 degrees

Core courses of the Program

First: courses with practical study

20 degrees for two midterm exams

10 degrees evaluate the effort and practical

20 degrees for practical final exam

50 degrees for final written exam

Total = 100 degrees

Second: courses that do not contain practical study

30 degrees for two midterm exams

10 degrees evaluate the effort and practical

60 degrees for final written exam

Total = 100 degrees

Reviewing degrees of answered papers of midterm and final exams, as well as model 1 and also the scores recorded on edu -gate by committees composed by the department.

Reviewing a random sample of answered papers by the head of department.

Checking answered papers by an independent panel of another department that write a report thereafter.

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students,

including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- The College has a unit of Academic Advising coordinate with the overall direction of the female section
- Biology department providing a guidance and counselling, advice and guidance in the selection of courses and career planning, individual counselling among students and professors in courses through the office hours of within hours of academic counselling and desk clocks that determine each member of the faculty members of the department at the beginning of each chapter semester.
- Allocated Academic advising responsible from one member of the department
- Allocated the first week of each semester to offer advice to students by faculty members of the department
- Appointment an academic faculty members for each student since the beginning of entering the program until graduation guide.
- Implicate a private questionnaire to evaluate students' satisfaction towards Academic Advising in the first week of each semester.
- Put improved academic counselling plan based on analysis of results of the academic guidance questionnaires .

Attachments (9-14) include:

1. Copies of schedules with announced academic guidance hours and office hours for teachers in the department
2. periodic reports for the Committee of academic and guidance for Student
3. Announcement for department' schedules
4. position examination schedules in light of the proposals and opinions of the students and taking care not to conflict
5. Characterization of the courses' specification to the students in the first lecture
6. Copies of models biography of department members.

2. Student Appeals :


Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

There is a private university regulations grievances of students regarding to academic matters, and include measures to deal with those grievances.

According to the regulations adopted in Majmaah University ,the department take action include:

1. put a special fund (box) to receive complaints from students



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2. formatting a examining committee and problem solving to follow-up resolved with the competent authorities
 3. The list of system tuning of the students (Attachment disciplinary regulations for students Majmaah University) Facility No. 15
 4. prepared awareness bulletins for students
 5. customize an e-mail for the department to receive the grievances of the students.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

1. Survey for faculty members about modern references associated with the courses that they are teach.
2. Formation a committee for the library within the department to prepare the required lists of modern references to the department annually.
3. Writing and implicate specifications models for all courses of the program to determine the books and references for each course .
4. Make coordination with the Deanship of Library Affairs University to provide a list of modern books and references which are necessary and approved for each course and the supply of the university library with a list of books , periodicals and magazines which are not available now.
5. Writing electronic links related to the content of the scientific program courses as sources of information for the student in the course specification models
6. Provide a digital library and electronic databases.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

1. Communicate with the Deanship of Library Affairs University to verify that it has been providing books and modern references
2. Implicate survey for students and faculty teaching members about a availability of library references
3. Taking into account the plane of improvement that existing in a standard of learning resources , facilities and equipment .
4. Communicate with the university to provide laboratory kits .
5. Coordinate with the university to do regular maintenance of smart casuals, laboratory devices and microscopes
6. Communicate with the university to provide online teaching net.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

1. Make feedback with students through distribution of questionnaires to review the views of students about that
2. Implicate survey for faculty members of the department about the appropriate books and references for the program .
3. Reviewing the content description of the course from time to time to continue updating or supporting the list of major references and books .
4. Reviewing the content of textbooks approved the course to ensure coverage of the specification

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

- A survey about students' satisfaction for library services
- A survey of students' Satisfaction for courses include a paragraph on the degree of satisfaction of the students about established books ,references and other learning resource .

4. What processes are followed for textbook acquisition and approval?

- access and borrowed books and references then returned it to the library, according to the systems and specific controls

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

1. The department follows both from the list of the employees of the Saudi universities for the faculty members and , as well as a list of employing non-Saudi in Saudi universities. and the department council takes into account
2. The following aspects and procedures when choosing a new faculty members:
 - Identify the needs of the department and announced it .
 - doing a personal interview to make sure the mental , physical capabilities and discussed her in practical and research experience
 - Degree (Master - PhD) and their suitability for the program
 - attract top scientific talent from citizens majoring in biology and its micro branches .
3. Benefit from the electronic websites to the best universities to make distinguished data base with members of the faculty .

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching

staff in monitoring program quality, annual review and planning for improvement.

1. Teaching staff members contribute as a membership of committees of Academic Accreditation Program in the unit of quality according to their expertise in the field of work of each committee.
2. Contributing staff members' opinion and advice in various acts of Standing Committees department.
3. Members' participating in discussions that related to the program in Department Council and the preparation of the program improvement plans.
4. Members' participation in evaluating the program and the preparation of the final Annual Report for the program

b. Explain the process of the Advisory Committee (if applicable)

* formed a committee to oversee the program

It functions

- Hold regular meetings
- submit regular monthly reports on the current situation of the work of the Commission
- documenting all stages and procedures by saving system and archive
- Follow-up to prepare the documentation and adoption of the annual reports of the curriculum process courses
- Develop internal reviewing operational plans.
- Design review protocols and evaluation meetings.
- Write periodic reports on the results of reviewing and evaluating.
- Follow-up the formation and performance of systems and documentation committee quality department.
- continue saving and archiving system and the recording and monitoring of all scientific, educational and research activities of the department and the community
- Preparations for the visit and support the audit external evaluation (University - Department - an international).
- pursue continuous improvement , league and the preparation of a comprehensive plan to improve the department's plans.
- Prepare and submit the following:
 - Internal auditors and external reports.
 - Student Assessment decisions.
 - Reports of programs development committee.

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- Keep up with faculty staff members for developed teaching methodologies .
- Providing developments of Learning Resources
- Establish training courses at the college and university and practical lessons organized by the Deanship of quality and skills development.
- To allow faculty staff members to participate in seminars and attend conferences , workshops in the field of scientific specialization.
- Providing opportunities for members to study additional programs in foreign universities.
- evaluating Teaching performance.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- Encouraging scientific research (individual and group) through the Deanship of Graduate Studies and to develop Scholarship opportunities ..
- By providing opportunities for members and conduct research and practical cooperation with other universities through technical support and the creation of research databases to support scientific research.
- Encourage faculty staff members to attend scientific conferences and symposia
- Exchange visits with other universities

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- Cooperation and coordination through the Deanship of quality and skills development to establish activities and training to qualify them in order to raises the level of new faculty staff members
- presenting an overview of the program in its terms , its philosophy ,its message and explain its objectives to new members staff to identify the teaching strategies recommended in the program ,the patterns and mechanisms of evaluating students.
- Introducing the achievements of the department about its equipment and facilities
- organizing field visits for members staff in the department and distribute department' guide for them.
- Defining the rights and duties of staff member according to the list of the higher education system in Saudi Arabia

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff.

(ie. Approvals required, selection process, proportion to total teaching staff, etc.)

Not applicable

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

(eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

- Reviewing attending students' to evaluate courses and academic program.
- Reviewing graduates' to assess the courses and academic program.
- Reviewing employers for the performance of new graduates.
- Internal reviewing (self-evaluation) - and external (independent auditors).
- Inflict teaching training courses and workshops for teaching staff to provide them with the necessary teaching skills
- Study the proposals submitted by faculty members of the department.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- The formation of a committee of performance assessment .
- The formation of the Internal reviewing Committee
- Implementation of an internal reviewing and evaluation of the students, whether the courses or the program
- implementation of internal monitoring and reviewing evaluation for graduates to assess courses and the program
- implementation of internal monitoring and review to assess employers for new graduates
- Analysis of students' results .

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes

(i) From current students and graduates of the program?

- The application of questionnaires to students and evaluate courses
- the application of questionnaires to assess students services
- the application of a questionnaire assessing the graduates of the program
- to hold personal interviews with students
- - Apply students' satisfaction questionnaire

(ii) From independent advisors and/or evaluator(s)?

- Organize a visit for professors to evaluate the program.
- Through the use of external auditors and hosting domain experts as independent counterparts residents

(iii) From employers and/or other stakeholders.

- apply questionnaires to recruiters
- organizing discussion groups for school principals and educational routers with the department.
- By organizing groups from related employers

Attachments :

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.

Authorized Signatures

<i>Dean /Chair</i>	<i>Name</i>	<i>Title</i>	<i>Signature</i>	<i>Date</i>
<i>Program Dean or Program Chair Main Campus</i>	Dr. Abdelrahman Elsabet	Dean		
<i>Branch 1</i>				
<i>Branch 2</i>				
<i>Branch 3</i>				
<i>Branch 4</i>				

