



# Program Specification

— (Postgraduate)

Program Name: Master of Science in Toxicology and Forensic Evidences

Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations): 051206

- Qualification Level: Masters (based on NQF level 7)

Department: Biology Department

College: College of Science

Institution: King Khalid University

Program Specification: New  updated\*

Last Review Date: 6/3/1445 H, 21/9/2023

\*Attach the previous version of the Program Specification.



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## A. Program Identification and General Information:

### 1. Program's Main Location:

Academic Main Campus, Alqaraa, Abha  
Postgraduate building at King Abdullah Road

### 2. Branches Offering the Program (if any):

Not Applicable

### 3. System of Study:

Coursework & Thesis  Coursework (courses + research project)

### 4. Mode of Study:

On Campus  Distance Education  Other .....(specify)

### 5. Partnerships with other parties (if any) and the nature of each:

- Center for Poison Control and Forensic Chemistry in the Asir region (Nature of partnership: Educational purposes)
- Forensic Evidence Department of the Asir Region Police (Nature of partnership: Educational purposes).

### 6. Professions/jobs for which students are qualified:

The biologist can work in many different fields and interests. Some deals with plants in a range of ecosystems from deserts to tropical forests, observing plant interactions with the environment. Others study the behavior of wild animals. They often have to live and work outdoors as they perform field research and collect biological data. Some biologists are specialized in the study of aquatic environment. For example, marine biologists focus their interest in saltwater organisms, while limnologists specialize in freshwater organisms.

The occupation/Jobs is according to Saudi Ministry of Civil Service  
Website: <https://eservices.masar.sa/UCG/>

Some of the occupations are listed below:

- Jobs of laboratory researchers and specialists (laboratory researcher - laboratory specialist) - Laboratory Analyst Jobs (Laboratory Analyst) - Health informatics jobs - Health services management specialist - Public health specialist - Medical and ambulance services jobs - Nutritionist - Marine inspection jobs - Jobs of customs observers and auditors Jobs for occupational security and safety researchers and specialists - Jobs of epidemiological observers - Environmental monitor jobs - Environmental protection specialist jobs

### 7. Relevant occupational/ Professional sectors:

### 8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. NA	-	-
2. NA	-	-
3. NA	-	-
4. NA	-	-

### 9. Total credit hours: (45 hours, 39 hrs courses + 6 hrs research project)



## B. Mission, Goals, and Program Learning Outcomes

### 1. Program Mission:

Providing basic and up-to-date knowledge and skills in toxicology, biological forensics and other related sciences.

### 2. Program Goals:

- 1) Prepare students scientifically and support them with basic knowledge in biology and the science fields of toxicology, biochemistry, pathology, molecular biology and forensic science.
- 2) Develop the theoretical and practical skills of students to be qualified for specific positions in the field of toxicology and criminal investigation.
- 3) Training in information technology, effective communication, self-learning, and scientific thinking skills to serve the field of specialization.
- 4) Enhancing the student's problem-solving skills using scientific methods, taking into account ethics and societal principles.

### 3. Program Learning Outcomes:\*

#### Knowledge and Understanding:

K1	Explaining and understanding the forensic terms, biological and toxicological sciences
K2	General knowledge on the advanced microscopy for livestock body tissues and crime residues.
K3	Knowledge on hazards & measurement of all natural vs. synthetic toxins, toxicants or poisons.
K4	Presenting analysis for cytotoxicity, cell deaths, carcinogenicity and molecular biology..
K5	Understanding the writing of a good technical forensic report solving the mystery of criminal scenes.

#### Skills:

S1	Perfects the interpretation of histopathology and molecular and biochemical assays.
S2	Demonstrate the different types of toxins, toxicants and poisons in the form of electronic databases.
S3	Employ the toxicology techniques and analysis of genotoxicity and carcinogenicity.
S4	Present chemical, serological and molecular methodology of investigation for the forensic evidences.
S5	Identify sources of error of different methods used in toxicological tests and solve them perfectly.

#### Values, Autonomy, and Responsibility:

V1	Work independently and as a team work
V2	Manage recourses, time and other members of the group
V3	Participate in result interpretation and discussion

\* \* Add a table for each track (if any)





## C. Curriculum:

### 1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	15	36	80%
	Elective	1	3	6.66%
Graduation Project (if any)	Required	1	6	13.33%
Field Experience(if any)	-	-	-	-
Residency year	-	-	-	-
Others	-	-	-	-
<b>Total</b>		<b>17</b>	<b>45</b>	<b>100%</b>

\* Add a separated table for each track (if any).

### 2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	LAW 6101	Forensic Law and Crime	Required	-	2T	Program
	TOX 6601	Vital Fundamentals of Forensic Sciences	Required	-	3T	Program
	TOX 6602	Fundamentals in General Toxicology	Required	-	3T	Program
	BIS 6107	Bioinformatics & Statistical analysis	Required	-	2T	Program
Level 2	TOX 6603	Environment Toxicosis	Required	-	3T	Program
	TOX 6605	Forensic Molecular Toxicology	Required	-	3T	Program
	TOX 6606	Metabolism & Toxicant Pathobiology	Required	-	3T	Program
	TOX 6604	Biosecurity and Safety	Required	-	3T	Program
Level 3	CHEM 6203	Drugs Identification & Classification	Required	-	2P	Program
	CHEM 6206	Analytical Toxicology	Required	-	3P	Program
	TOX 6612	Seminar	Required	-	2T	Program
	TOX 6614	Research Skills	Required	-	2T	Program
	TOX 6607	Cellular Immunity & Toxicology	Elective	-	3T	Program
TOX 6608	Food Poisoning	Elective	-	3T	Program	
Level 4	TOX 6609	Epigenetics and Fingerprints	Required	-	1T+1P	Program
	TOX 6610	Biodiagnosis and Forensic Tracing	Required	-	2P	Program
	TOX 6613	Forensic Microscopy	Required	-	2T	Program
	TOX 6611	Graduation Research Project	Required	-	6	Program

\* Include additional levels (for three semesters option or if needed).

\*\* Add a table for the courses of each track (if any)





### 3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[https://drive.google.com/drive/folders/1JZpFgT5\\_NeNxjMTFL0t7aH0WshLkHv01?usp=drive\\_link](https://drive.google.com/drive/folders/1JZpFgT5_NeNxjMTFL0t7aH0WshLkHv01?usp=drive_link)

### 4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered).

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding					Skills					Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	V1	V2	V3
LAW 6101	I		I		I	I		I	I		I	I	I
TOX 6601	I	I		I		I	I		I		I	I	I
TOX 6602	I		I		I	I			I	I	I	I	I
BIS 6107	I	I		I		I	I	I		I	I	I	I
TOX 6603	I		I		I		I	I		I	I	I	I
TOX 6604	M	M		M			M	M	M	M	M	M	M
TOX 6605	I	I			I	I			I	I	I	I	I
TOX 6606	M		M		M	M		M		M	M	M	M
CHEM 6203	P	P		P	P	P		P		P	P	P	P
CHEM 6206	P		P	P		P			P	P	P	P	P
TOX 6607	M			M	M	M		M	M		M	M	M
TOX 6608	M		M		M		M	M		M	M	M	M
TOX 6609	I		I		I	P		P	P		P	P	P
TOX 6610		P		P	P	P	P		P	P	P	P	P
TOX 6611		P		P	P		P	P		P	P	P	P
TOX 6612	M		M		M		M	M		M	M	M	M
TOX 6613	P		P	P		P	P		P		P	P	P
TOX 6614	M	M	M	M		M		M		M	M	M	M

\* Add a separated table for each track (if any).

### Teaching and learning strategies applied to achieve program learning outcomes:

Lectures – class room discussions – software demonstration – Animation and scientific videos – Tutorials – Case studies – Laboratory discussions – Laboratory experiments – Workshops.

### Assessment Methods for program learning outcomes:

Quizzes – Homework assignments – Student activities – Oral examination – Seminars – Laboratory reports – Final practical examination – Research reports – Progress reports.



## D. Thesis and Its Requirements (if any):

### 1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

Not Applicable (the program proceeds the system of course works + graduation research project)

### 2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

Not Applicable (the program proceeds the system of course works + graduation research project)  
The student progress as well as their requirements is organized by the program coordinator.

### 3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

Not Applicable (the program proceeds the system of course works + graduation research project)

## H. Student Admission and Support:

### 1. Student Admission Requirements:

The university council determines the number of students who will be admitted annually to graduate studies, based on a recommendation of the Deanship of Graduate Studies Council, and the suggestion of departmental and college councils.

The following are required for admission to postgraduate studies:

- The applicant must be a Saudi, or on an official scholarship for graduate studies if he is a non-Saudi.
- The applicant must have obtained a university degree from a Saudi university, or from another recognized university.
- He must be of good conduct, and medically fit.
- Should submit two scientific recommendations from professors who previously taught him.
- Approval from workplace to the study if he is employed.
- The council of each university may add to these general conditions what it deems necessary.
- A condition for admission to the (Master's) stage is that the student attains a grade of (Very Good) at least. It is permissible for the Council of the Deanship of Postgraduate Studies to accept those with a grade of (Good, high).
- In any case, the student should not decrease than (Very Good) in the specialization courses.
- Based on the recommendation of the department, and College council, other conditions necessary for admission may be added.

All required information is available at:

<https://dps.kku.edu.sa/>

<https://dps.kku.edu.sa/ar/content/391>

<https://dps.kku.edu.sa/ar/content/434>

[https://dps.kku.edu.sa/sites/dps.kku.edu.sa/files/general\\_files/files/Guide\\_to\\_submission.pdf](https://dps.kku.edu.sa/sites/dps.kku.edu.sa/files/general_files/files/Guide_to_submission.pdf)

<https://dps.kku.edu.sa/ar/content/1002>

### 2. Guidance and Orientation Programs for New Students:

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).



The program believes that retention of the best teaching staff starts on the very first day of work. Orientation and on boarding are used to set the newly hired faculty members for success in the university. A coordinator from each college is assigned to communicate with the new faculty from the time they arrive at the airport in Saudi Arabia, and help them finish the contracting and residency requirements, advise them on securing housing, transportation, banking services and in general any services needed for a successful relocation at the program. During the orientation program by the head of department, the new teaching staff members learn not only about the job, their duties, and their rights, but also about the university culture, and how they can contribute and thrive. Discussions are held on an ongoing basis to inform the teaching staff about goals and opportunities, and to address questions and issues as they are raised. The orientation program has been instrumental in increasing faculty retention.

### 3. Student Counseling Services:

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level)

King Khalid University and by indeed the College of Science provide counseling services that can be an integral part of the educational mission of 2030 mission to:

1. Provide high-quality counseling services to students and staff and assist them to develop their skills either in learning or research, use and improve their abilities.
2. Take an advising role in helping students identify and learn new skills either in learning or research that will help them achieves and improve their academic and goals effectively.
3. Support and help students progress and development through counseling and outreach to the campus community.
4. To provide effective psychological and personal counseling follow-up services to ensure student care. Moreover, students are well encouraged to participate in different cultural and social activities that are compatible with their interests and needs. The aforementioned rules are honestly and transparently applied in both (Boys and Girls) sections.
5. Helping students with special needs, during their university life, to achieve the highest levels of psychological and social adjustment and academic achievement as permitted by their abilities, study their problems, and work to solve them.
6. Providing a safe environment for students to take a major role for contributing to campus safety.

- Trusted staff members will be admitted providing individual counseling services to students, faculty, and staff regarding variety of issues.
- In some instances, students may be referred or mandated to receive counseling services. These instances include but not limited to: low academic performance (as measured by GPA), smoking on campus (smoking on campus is prohibited in all open and closed areas), and behavioral conduct issues. Confidentiality for these students is limited as the counselors are responsible to communicate with referral source to provide the following information: student's attendance and participation, treatment plan, and progress reports. Students are informed regarding the limits of confidentiality in such cases.

All required information is available at:

- Guidance and Counselling Unit







- [Counselling and Guidance Unit Handbook](#)
- [Student Clubs Unit, KKU.](#)
- [College of Science Club.](#)

#### Central clubs in university

- [Housing Club.](#)
- [Toastmasters Club.](#)
- [Club of Arabic calligraphy and plastic art.](#)
- [Diving club.](#)
- [Equestrian Club.](#)
- [Reading Club.](#)
- [Manara Club.](#)
- [Entrepreneurship Club.](#)
- [Nazaha Club.](#)
- [Wesal Club.](#)
- [Scholarship students Club.](#)

#### 4. Special Support:

(Low achievers, disabled, , and talented students).

The university and their faculties provide Disability Advisory Service to advice and support for all disabled students. This includes:

- Directing students to additional resources within the College.
- Obtaining money for disability-related assistance.
- Ensuring that handicapped students have access to all areas of their degree by offering advice, support, and guidance to all impaired students at the College.

All required information is available in:

<https://sa.kku.edu.sa/ar/contact>

### E. Faculty and Administrative Staff:

#### 1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	Biology	Zoology	-	6	-	6
		Botany	-	1	-	1
		Microbiology		2		2
Associate Professor	Biology	Zoology	-	8	-	8
		Botany	-	5	2	7
		Microbiology		-	-	-
Assistant Professor	Biology	Zoology	-	7	8	15
		Botany	-	3	7	10
		Microbiology	-	2	3	5





Lecturer	Biology	Zoology	-	2	7	9
		Botany	-	4	3	7
		Microbiology	-	1	2	3
Teaching Assistant	Biology	Zoology	-	-	6	6
		Botany	-	1	-	1
		Microbiology	-	1	1	2
Technicians and Laboratory Assistant	Biology	-	-	1/lab	1/lab	1/lab
Administrative and Supportive Staff	Biology	-	-	-	-	-
Others (specify)	Biology	-	-	-	-	-

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources:

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

Biology department, College of Science, King Khalid University implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning. The library has enough resources that are easily accessible and appropriate to the needs of the program and the number of students. The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals. The Central Library at King Khalid University provides students and staff with the learning resources needed for learning and teaching. It has undergone a major refurbishment to enhance its services to suit the needs of undergraduate students, postgraduate students and students with special needs. The Central Library provides students with the learning resources needed (e.g., academic books and scholarly journals) to support their learning. The university has policies and procedures in place for managing the library and ensuring the provision of support and learning resources to its students and staff. The e-Learning and IT Deanship provides all staff and students with various software facilities to help them conduct their research. The assessment and Evaluation section annually surveys students' and staff's opinions about the learning resources and sends the results to the Deanship of Library Affairs for analysis and improvement.

All required information is available in:

<https://elearning.kku.edu.sa/>

<https://lib.kku.edu.sa/>

### 2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

- The students benefit from facilities provided by the College, and the university central library.
- Ensure a safe and healthy environment for both staff and students, and full compliance with health and safety requirements.

Given that lab safety is one of the most important concerns when working with supplies, hazardous chemicals, and heavy-duty equipment, Biology department has a well-established safety measures including safety showers, eyewash stations, and fire extinguishers, water sprinkles, water source, fire



rubber tubes, and alarms. In addition, the department together the whole building has emergency exit routes and back corridors and risk management guide.

- Wireless internet access is installed at the College reaching all points of the college including staff and faculty offices and classrooms. All the students can access the wireless network using their ID number and their own password. College-wide and university wide computing resources are available to staff and students.

Once, the order of other materials, such as chemicals, equipment, classrooms facilities, has gone through the process, the program coordinator is responsible for following up with the department of educational facilities.

All required information is available in:

<https://elearning.kku.edu.sa/>

<https://lib.kku.edu.sa/>

[Letter of Safety Systems and Means in Laboratories and Periodic Inspection Tours](#)

[Letter of the General Administration of Educational Services](#)

[Risk Management Handbook](#)

Regarding maintenance, several handbooks and guidelines were documented and be available for faculty members:

[General Administration of Facilities](#)

[Safety precautions within the Biology department laboratories](#)

[The health and safety policy](#)

[Pictorial and readable instructions for security, safety, and emergency](#)

### 3. Procedures to ensure a healthy and safe learning environment:

(According to the nature of the program)

The workplace is prepared taking into account the Occupational Safety and Health Policy as part of the preparation of the safety statement required by the University. Effective safety and health policies set a clear direction for the institution to follow, thus fulfilling responsibilities to people and the work environment in adhering to the spirit and letter of the law.

Regarding maintenance, several handbooks and guidelines were documented and be available for faculty members:

[Letter of Safety Systems and Means in Laboratories and Periodic Inspection Tours](#)

[Letter of the General Administration of Educational Services](#)

[Risk Management Handbook](#)

[General Administration of Facilities](#)

[Safety precautions within the Biology department laboratories](#)

[The health and safety policy](#)

[Pictorial and readable instructions for security, safety, and emergency](#)

## G. Program Quality Assurance:

### 1. Program Quality Assurance System:

Provide a link to quality assurance manual.

The program has clear and announced quality assurance system which is well defined in its manual of quality management system (QMS) that follows all quality assurance regulation illustrated in King Khalid University quality management bulletin and the Saudi regulations illustrated by NCAAA (National Commission for Academic Accreditation and Assessment). The General program uses the NCAAA accreditation standards as a framework for quality assurance, quality monitoring and quality improvement, and has been embedding the quality practices in all its relevant committees. The program management seeks to apply quality assurance system in all its procedures, to measure its outputs and use the feed-back



to design the proper improvement plans. The program's advisory committee helps in the cycle of planning and evaluation of the program.

All required information is available at:

[The official website of Deanship of University Development](#)  
[Academic Programs Quality Assurance Manual](#)

## 2. Program Quality Monitoring Procedures:

- All the modules of the program have specific learning objectives that are aligned with the program outcome. Course specifications specify the general objectives of the module and the intended learning outcomes. All modules in the Program have specific outcomes, which are evaluated by formative and summative assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved.

- The process of assessment is carried out by using a combination of formal, predetermined exams, and year-through assessment strategies such as quizzes, short exams, presentations, assignments, and classroom discussions. Each assessment aims at assessing one or more of the modules learning outcomes.

- Student feedback is important to the university and student views are taken seriously. Student feedback is gathered in many ways.

- All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The university also has an annual Student Experience Survey which elicits feedback from students about their course and university experience.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees is part of the quality assurance evidence base.

All required information is available at:

- [The official website of Deanship of University Development](#)
- [Academic Programs Quality Assurance Manual](#)
- [Academic Development and Quality Deanship Manual](#)

[Quality and Development Committee](#)

## 3. Procedures to Monitor Quality of Courses Taught by other Departments:

The quality of courses taught by other departments is monitored by the following:-

The Biology Department appoints faculty members for the courses to be presented by other departments, after which the college is responsible for delivering, evaluating, and reporting courses according to the course description. The department continuously evaluated these interdisciplinary courses through surveys such as student evaluations in learning outcomes, student evaluation of the course. In Addition, course reports are discussed by the program coordinator and the quality & development committee and suggest improvements for the following semester after submitting any major changes in the course to the department council to be approved with appropriate recommendations.

## 4. Procedures Used to Ensure the Consistency between within the main campus:

(including male and female sections).

To ensure consistency between male and female sections within the main campus, the department follows the principles of gender equality and inclusivity. Here are some ways in which consistency is maintained:

1. Equal access to resources: The department ensures that both male and female sections have equal access to resources such as laboratories, equipment, library facilities, and study materials. This ensures that all students have an equal opportunity to learn and excel in their studies.



2. Uniform curriculum: The department maintains a uniform curriculum for both male and female sections, ensuring that the content, learning outcomes, and assessments are consistent. This ensures that all students, regardless of gender, receive the same level of education and knowledge.
  3. Fair and unbiased evaluation: The department ensures that evaluation methods and grading criteria are fair and unbiased, treating all students equally. This includes using standardized rubrics, assessment formats, and grading practices that do not discriminate based on gender.
  4. Supportive and inclusive environment: The department fosters a supportive and inclusive environment where all students, regardless of gender, feel comfortable and respected. This includes promoting open discussions, addressing any gender-related concerns, and providing equal opportunities for participation and engagement.
  5. Gender-sensitive teaching practices: Faculty members are encouraged to adopt gender-sensitive teaching practices that promote equal participation and engagement from both male and female students. This includes encouraging active participation, providing equal opportunities for leadership roles, and addressing any gender-related biases or stereotypes.
  6. Regular monitoring and feedback: The department regularly monitors the progress and performance of both male and female sections to identify any discrepancies or issues. Feedback from students is also collected and considered to make necessary improvements and ensure consistency.
- By implementing these measures, the department ensures that both male and female sections receive a consistent, fair, and inclusive educational experience.

## 5. Assessment Plan for Program Learning Outcomes (PLOs):

The program has assigned PLOs which has been discussed and approved by the Biology department council. The program PLOs was designed according to the latest NCAAA forms and learning domains also to be consistent with the program's mission and goals. The assessment plan depends on assessing all PLOs annually and follows the PLOs assessment basic cycle to propose actions for improvement of outcomes.

The proposed method of PLOs assessment depends on two methods with different weights which are:

A. Direct assessment by rubrics: this method is used to score student achievements and will represent a weight of 80% of the total PLOs result.

B. Indirect assessment by questionnaires: includes two questionnaires which will be used to score the perception of student competence by the program's advisory committee and the program relevant stakeholders (students, staff members, graduates and employers). Both questionnaires will represent a weight of 20% of the total PLOs result (10% for each).

The levels of alignment of CLOs with PLOs

The alignment of CLOs with PLOs required consideration of the level of evaluation which should be as follows:

	Introduced	Practiced	mastered
Knowledge	Knowledge of facts, principles, processes, and general concepts in a field of work or study	Factual and theoretical knowledge in broad contexts within a field of work or study	Comprehensive specialized factual and theoretical knowledge within a field of work or study and awareness of the boundaries of that





			knowledge.
<b>Skills</b>	A set of cognitive and practical skills is required to accomplish tasks and solve problems by selecting and applying basis, tools, materials and information	A set of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Comprehensive range cognitive and practical skills required to develop creative solutions to abstract problems.
<b>Values</b>	Take responsibility for competition of tasks in work or study, adapt own behavior to circumstances in solving problems.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.	Exercise and supervision in contexts of work or study activities where there is unpredictable change, review and develop performance of self and others.

## 6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program leadership	Staff members	Surveys and interviews (Indirect)	End of academic year
Effectiveness of teaching & assessment	Students and independent reviewers	Surveys and interviews (Indirect)	End of academic year
Learning resources	Students	Surveys (Indirect)	End of academic year
Students' educational services	Staff members and students	Surveys (Indirect)	End of academic year
Students' professional skills	Stakeholders, graduates and employers	Surveys and interviews (Indirect)	End of academic year
Program mission and goals	Staff members	Surveys (Indirect)	End of academic year
Program learning outcomes.	Staff / students	Surveys/ reports (Indirect)	End of semester
Key performance indicators.	KPIs report	Surveys / data assembly (Indirect)	End of academic year

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of the academic year, etc.)

## 7. Program KPIs:\*

The period to achieve the target (1443-1445) year.

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1.	KPI-PG-1	Students' Evaluation of Quality of learning experience in the Program	4	Surveys	End of academic year



No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
2.	KPI-PG-2	Students' evaluation of the quality of the courses	4	Surveys	End of semester
3.	KPI-PG-3	Students' evaluation of the quality of academic supervision	4	Surveys	End of semester
4.	KPI-PG-4	Average time for students' graduation	4	Statistics	End of academic year
5.	KPI-PG-5	Rate of students dropping out of the program	0	Surveys	End of academic year
6.	KPI-PG-6	Employers' evaluation of the program graduates' competency	4	Surveys	End of academic year
7.	KPI-PG-7	Students' satisfaction with services provided	4	Surveys	End of academic year
8.	KPI-PG-8	Ratio of students to faculty members	1:2	Statistics	End of academic year
9.	KPI-PG-9	Percentage of publications of faculty members	2	Statistics	End of academic year
10.	KPI-PG-10	Rate of published research per faculty member	2	Statistics	End of academic year
11.	KPI-PG-11	Citations rate in refereed journals per faculty member	5	Statistics	End of academic year
12.	KPI-PG-12	Percentage of students' publication	20%	Statistics	End of academic year
13.	KPI-PG-13	Number of patents, innovative products, and awards of excellence	2	Statistics	End of academic year

\*including KPIs required by NCAAA



## H. Specification Approval Data:

Council / Committee	Reviewed by Quality Committee
Reference No.	
Date	1/3/1445 H

Council / Committee	Approved by Department Council
Reference No.	Department Council Approval no. 4/45
Date	10/3/1445 H

Council / Committee	Approved by College Council
Reference No.	College Council Approval no 11/45
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