



جامعة المستقبل
Mustaqbal University
أول جامعة أهلية بمنطقة القصيم

Policies and Procedures Guide

for Approving and Amending Academic
Programs and Courses

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1. Introduction

Mustaqbal University aspires for academic excellence by designing and improving the curricula for its academic programs. This improves the quality of the education and training system and ensures that highly skilled graduates are prepared to satisfy national development requirements as well as the needs of the Saudi labor market. This is accomplished through curriculum creation, modernization of teaching, training, and evaluation methods, and a focus on instilling values and skills in students while also creating a stimulating learning environment favorable to creativity and innovation.

This guide has been created as a reference for all organizations involved in establishing and executing curriculum at Mustaqbal University in order to expedite and standardize procedures while also activating institutional activity inside the university, its colleges, departments, and related committees. This procedure guide is based on:

- Saudi Vision 2030
- Higher Education and Universities Council System (Basic Statute)
- Education and Training Evaluation Commission
- National Qualifications Framework (NQF)
- Specialized Academic Standards
- Unified Saudi Classification of Occupations
- Curriculum and Study Guides from Saudi universities



2. Importance of the Guide to Developing and Implementing Academic Programs

1. Ensuring compliance with the National Qualifications Framework (NQF) and all standards and guidelines established by the Ministry of Education and the Education Evaluation Commission of the Kingdom of Saudi Arabia.
2. Adhering to quality assurance norms and standards that are appropriate for the nature of academic programs, as well as meeting academic accreditation requirements at both the local and international level.
3. Assuring that learning outcomes are precisely and clearly defined at the program and course levels, hence assuring the clarity of educational objectives.
4. Defining learning outcomes based on program graduates' characteristics, while taking into account consultant advice and the changing labor market needs.
5. Ensure that the program fits the labor market's needs and maintains up with its ongoing advancements.
6. Integrating the program's courses with those of other programs to avoid duplication or redundancy with similar academic departments within the university, while still meeting the program's general objectives.
7. Addressing any flaws that may arise during program implementation and creating implementation improvement strategies to enable continual progress.
8. Working to ensure that program beneficiaries are satisfied and that program graduates have the best academic and psychosocial outcomes.

Programs are developed on a regular basis to improve their quality and outcomes based on a variety of factors and indicators, most notably the program report and performance indicators, as well as benchmarking, program completion rates, student evaluations and graduate comments.

3. Definitions and Terminologies

The Education and Training Evaluation Commission (ETEC)

An independent entity with its own legal personality, financial and administrative autonomy, and organizational ties to the prime minister. The Commission's new organizational structure was established in 1440 AH, in accordance with Cabinet Resolution No. (108), which strengthens its role in evaluating, measuring, and accrediting qualifications in education and training in both the public and private sectors, thereby improving the quality and efficiency of these qualifications and making them a contributor to national development.

The National Qualifications Framework (NQF)

Represents a comprehensive system and scientific reference point that assists educational and training institutions in planning, developing, arranging, and leveling credentials. It describes the learning outcomes at each level based on the intended information, skills, and values. Furthermore, it helps companies determine the abilities and levels of national talent.

Specialized University Academic Standards

A set of academic documents released by the Kingdom of Saudi Arabia's Education and Training Evaluation Commission with the goal of setting standards and foundations that contribute to the regulation of learning outcomes in various academic disciplines.

Academic Qualification

A sort of qualification earned by a graduate in a particular profession. A specialized educational or academic discipline obtained from a recognized educational institution, such as natural sciences, languages, etc.

Academic Program

An academic field or specialization that specifies the courses and activities that students take within that field or specialization. After successfully completing the program, they will be eligible to acquire an academic degree in that field.

Entry and Exit Points

These are study periods within the components of a qualification (semester, academic year, quarterly term, etc.) that end with an evaluation. They enable the student to receive partial documentation of the qualification obtained and simplify entry, exit, and transfer between qualifications.



Early Exit Points

Intermediate academic degrees obtained through lengthier educational or training programs. A student obtains these points from their educational institution if they successfully complete the intended learning outcomes and placement requirements for a certain level. These points do not correspond to the academic degree of the program in which the student enrolled.

Learning Outcomes for a Program/Course

A brief description of what a student or trainee should know, understand, and be able to do. This is indicated by their conduct at the completion of a given educational or training program. It is the final outcome of the teaching learning, or training procedures.

Study Plan

A broad spectrum of classes and activities. The total number of units represents the graduation requirements that a student must successfully complete in order to earn a degree in their chosen specialism.

Academic Level

This represents the stage of study, and graduation requires eight or more levels, according to approved Academic plans.

Course

This is a course of study that adheres to a specified level of the approved study plan for each specialization. Each course is identified by a number, code, name, and thorough description of its components, which distinguishes it from other courses in terms of content and level. The department maintains a file for monitoring, evaluation, and development. Certain courses may have prerequisites or concurrent requirements.

Study Unit

This includes a weekly theoretical lecture of at least 50 minutes, a clinical session of at least 50 minutes, and a practical or field session of at least 100 minutes.

Credit Hour

Throughout the semester, students will get a weekly theoretical lecture of 50 minutes (one teaching hour), a clinical session of at least 50 minutes, and a practical or applied session of 100 minutes (two teaching hours).

Academic Year

The academic year is typically divided into two semesters plus an optional summer semester (if available), during which students' courses are decided.

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Semester

A semester is a defined academic time within the academic year that lasts at least fifteen (15) weeks, excluding entrance and registration periods and final exams. Coursework Specialization

Course Load

The maximum and minimum numbers of credit hours a student may register for in a single semester.

Field Training

Practical activity meant to prepare students for the labor market by applying gained information and abilities in a real-world setting.

University Requirements

A series of required and elective courses that all university graduates must complete, regardless of academic specialization. These courses, known as supporting courses, are primarily concerned with general knowledge and abilities that are useful to society and the student. They are administered by the university's curriculum and planning department.

College Requirements

A series of courses that all college students must complete, regardless of academic specialization or program. These courses are general in character, but not as broad as university requirements, and are relevant to the college's concentration. Department requirements.

Academic departments design a collection of courses for all programs under their umbrella, with a focus on areas that give the department's scientific or professional foundation.

Program Requirements

A collection of courses taken by students in a certain program under a specified specialization, which includes obligatory, optional, and free elective courses.

Required Courses

A series of core courses that all students enrolled in the program must complete. These courses cover essential knowledge and abilities that are directly relevant to the program's or college's concentration.

Elective Courses



A series of courses from which students can select those that best match their interests and abilities. These courses have comparable learning outcomes but different content, and students must choose a certain number of them.

Free Elective Courses

These are courses that do not correspond to the student's specialization (program). Students may choose a limited number of these courses from various specializations within the college or university, subject to the study plan and institutional constraints. Academic advisor permission is necessary.

Prerequisites

These are required courses that serve as the foundation for Academic plans and are critical to comprehending following courses. Their material complements later courses in the study plan, and students are unable to pursue following courses until they have successfully completed the prerequisites.

Concurrent Courses

These are courses that students must take concurrently, that is, during the same semester.

Program Specification

This is a comprehensive document that provides the whole academic program, including its objectives, learning outcomes, study plan structure, and relevant academic policies.

Course Specification

This is an academic document that provides a full explanation of the course. It is used as a reference to clarify course objectives, content, intended learning outcomes, teaching and evaluation methodologies, and required learning resources.

Program Report (Annual)

This is an annual report that evaluates the academic program's success throughout the academic year. The report focuses on reporting accomplishments, analyzing student performance, and identifying obstacles and opportunities for improving program quality.

Course Report (Semester)

This document is created at the ending of the semester to assess course performance and describe the extent to which the course objectives and learning outcomes have been met. It is used to assess strengths and deficiencies and make recommendations for future changes.

4. Justifications for Developing a New Academic Program or an Existing One

4.1 Justifications for Creating a New Academic Program

The launch of a new academic program is supported by a set of justifications that reflect the program's genuine necessity and prospective contribution to the academic and professional communities. The justifications include:

1. Strategic Justifications

- **Alignment with the University's Vision and Mission:** The new program complements the university's strategic goals and future ambitions.
- **Leadership and Uniqueness:** Offering unprecedented programs at the university, thus enhancing its academic reputation.
- **Enhancing Competitiveness:** Introducing new academic programs that will improve the university's reputation and competitiveness, attracting more students.
- **Availability of Capacity:** Utilizing available resources, such as faculty members and infrastructure.
- **Program Diversification:** Meeting diverse student needs and attracting new student groups.
- **International Collaboration:** Developing programs in partnership with international universities to enhance academic standing.

2. Academic Justifications

- **Scientific and Technological Changes:** The emergence of new fields or technologies necessitates specialized programs.
- **Scientific Research and Innovation:** The need to support research in emerging or specialized fields.
- **Bridging Academic Gaps:** The existence of specializations not currently offered at the university, which motivates students to study at competing universities.



3. Professional justifications and the labor market

- **Labor market needs:** Increased demand for specific specializations or skills requiring qualified graduates.
- **Economic and industrial developments:** The emergence of new sectors in the economy necessitates the creation of support programs.
- **Shortage of qualified personnel:** A shortage of qualified graduates in vital fields.

4. Social and Developmental Justifications

- **Community needs:** Societal demand for a specific specialization that contributes to solving problems or developing local sectors.
- **Sustainable development:** Contributing to achieving the Sustainable Development Goals through programs focused on artificial intelligence, digital transformation, and technology.

4.2 Justifications for Developing an Existing Academic Program

1. Academic Justifications

- **Knowledge Development:** Updating course content to keep pace with scientific or technological advancements in the field of specialization.
- **Enhancing Learning Outcomes:** Improving program outcomes to align with modern academic and professional requirements.
- **Quality and Academic Accreditation:** Meeting national and international academic accreditation standards.

2. Professional and Labor Market Justifications

- **Changing Labor Market Requirements:** Adding new skills or specializations to meet labor market needs.
- **Low Employment Rates:** Low employment rates for graduates of the existing program, necessitating improvements to the program content.

3. Institutional Justifications

- **Feedback:** Observations from students, graduates, and employers regarding the program's strengths and weaknesses.

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- **Achieving the University's Vision:** Developing programs to align with the university's strategic plans.
- **Program Integration:** Enhancing the connection between the program and other programs within the university to maximize academic benefit.
- **International Collaboration:** Contributing to the exchange of expertise and knowledge, enhancing curriculum quality, and aligning it with global standards.

4. Technological and Educational Justifications

- **Advances in Teaching Methods:** Introducing new educational technologies (such as blended or e-learning).
- Focus on applied learning: Incorporating practical components or applied projects to enhance learning.

5. Social and developmental rationale

- **Community needs:** Responding to changes in community priorities or the emergence of new problems requiring academic attention.
- **Changes in laws or policies:** Responding to legislative changes affecting the program (such as new professional requirements).

6. Statistical indicators

- Low student enrollment: The necessity to increase student enrollment by upgrading the program's content or structure.
- Assessment results: Low student performance or negative program reviews from accreditation authorities.



5. Standards for Developing an Academic Program and Study Plan

5.1 Academic Program Preparation Standards

When designing or developing study programs, consider the following points:

- The program's aim and objectives are in line with the mission of the university and college, as well as the Kingdom's educational policies.
- A clear and explicit definition of the program's learning outcomes and graduate qualities that adheres to the Education and Training Evaluation Commission (ETEC) criteria.
- Alignment with the National Qualifications Framework (NQF) and the implementation of systems for establishing objectives and outcomes.
- Alignment with ETEC's relevant subject matter and professional norms and documents.
- Consistent with ETEC's institutional and program accreditation standards.
- Meeting the demands of society and the labour market.
- General alignment with similar programs achieved through benchmarking against comparable programs locally and internationally.
- Defining effective and modern teaching methodologies and assessment processes, and connecting them to learning outcomes.
- Providing academic information in the native tongue or English, as needed.
- Ensuring that the course content is current and in line with advancements in the field of specialty.
- Providing adequate human and material resources.
- Developing defined methods for quality control, review, and frequent program evaluation.
- Developing scientific research skills, particularly in applied research.
- Add field training to academic programs as needed.
- Implement a uniform course coding system that is consistent with the university's overall curricular framework.

5.2 Curriculum Development Standards

- Adherence to the authorized credit hours according to the program type, as stated in the National Qualifications Framework (NQF):

- **Intermediate Diploma:** Two semesters totaling between 30 and 36 credit hours.

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- **Associate or Advanced Diploma:** Two academic years totaling between 60 and 72 credit hours.

- **Bachelor's Degree:** At least four academic years totaling no less than 120 credit hours.

- Consideration of university, college, and major requirements, including relative weight and credit hours.

- Clarification of instructional activities, including maximum and minimum credit hours for each level.

- A balanced distribution of courses throughout the program.

- Maintain a balance between theoretical and practical factors.

- Courses are arranged in a sequential order, with credit hours specified for each. - Course diversification and integration to fulfill learning objectives.

- Course distribution across academic levels: In accordance with authorized academic norms, the course load for each semester is distributed so that a minimum of 15 credit hours and a maximum of 18 credit hours are met.

- Avoiding course duplication: Ensures that no courses are repeated or duplicated inside the college.

- Adherence to Follow the unified coding scheme used at the university level for all courses.

- Ensuring that Academic plans are consistent throughout comparable departments on the main campus and branches, with complete cooperation between them.

- Using updated and approved models from the Education Evaluation Commission and the National Center for Academic Accreditation and Evaluation (NCAAA) to prepare or construct plans.

- Incorporating field training hours into the plan and developing an organizational guide for the academic department to which the plan belongs. to the unified coding system adopted at the university level for all courses.

- Ensuring the standardization of Academic plans across corresponding departments at the main campus and branches, with full coordination between them.

- Adopting updated and approved models from the Education Evaluation Commission and the National Center for Academic Accreditation and Evaluation (NCAAA) when preparing or developing plans.

- Including field training hours within the plan and preparing an organizational guide for it in the academic department to which the plan belongs.



6. Stages of Creating or Developing an Academic Program

Creating an academic program or developing an existing one requires careful planning and sequential procedures to ensure academic quality and keep pace with market and societal needs. The following are the essential steps:

1. Planning and Research
2. Initial Program Design
3. Program Review and Approval
4. Implementation
5. Continuous Review and Improvement

The following tables outline the necessary steps and procedures, identifying the entity responsible for implementation.

6.1 Planning and Research

Steps	Procedures	Responsible Entity
Determining the need for the program	<ul style="list-style-type: none"> • Analyzing community and labor market needs • Conducting feasibility studies to assess anticipated demand for the program • Collecting data from stakeholders (students, graduates, employers) 	The academic department, in coordination with the quality unit
Benchmarking with similar programs	<ul style="list-style-type: none"> • Studying similar programs at the local and international levels • Identifying and implementing best practices that suit the university environment 	Plans and Curricula Committee at Department
Defining the strategic objectives of the program	<ul style="list-style-type: none"> • Defining the program's vision, mission, and objectives in line with the university's vision and mission. 	Plans and Curricula Committee at Department In cooperation with the College Quality Assurance Unit, under the supervision of the Planning and Follow-up Unit

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6.2 Initial design of the program

Steps	Procedures	Responsible Entity
Determine Program learning outcomes	<ul style="list-style-type: none"> • Formulating learning outcomes based on the National Qualifications Framework (QFQF) and academic accreditation standards • Ensuring that outcomes encompass the three aspects: knowledge, skills, and values. 	The department's programs and curricula committee, in cooperation with the college's quality assurance unit.
Designing the overall structure of the program	<ul style="list-style-type: none"> • Defining the program components (university, college, department, and major requirements). • Allocating course hours between required and elective courses. • Defining the prerequisites or co-curricular requirements for the courses. 	The department's programs and curricula committee,
Preparation of courses	<ul style="list-style-type: none"> • Define the objectives and learning outcomes of each course. • Prepare a list of topics, teaching methods, and assessment techniques for each course. 	The department's staff members, in cooperation with the department's programs and curricula committee, under the supervision of the college's quality assurance unit.
Defining graduation requirements	<ul style="list-style-type: none"> • Specify the number of credit hours, field training requirements, and/or graduation project (if applicable). 	The academic department, in cooperation with the department's programs and curricula committee.

6.3 Program review and approval

Steps	Procedures	Responsible Entity
Initial design review	<ul style="list-style-type: none"> • The program was presented to the academic committees in the department and college. 	The college's programs and curricula committee



	<ul style="list-style-type: none"> The program was reviewed by the college's quality assurance unit. 	
External review	Inviting external academic experts to review the program to ensure its alignment with quality standards and market requirements.	College Deanship
Internal program approval	Submit the program to the college council and then to the university council to obtain final approval.	College Council
External program approval	Submitting the program to the relevant authority to obtain regulatory approval	University Council

6.4 Program Implementation

Steps	Procedures	Responsible Entity
Preparing the necessary resources	<ul style="list-style-type: none"> Providing qualified staff members. Equipping the necessary facilities and laboratories. Developing educational materials and digital resources. 	The college administration, in coordination with the academic departments and relevant departments
Program promotion	<ul style="list-style-type: none"> Announcing the new program to students and stakeholders. Organizing introductory workshops to familiarize students with the program's benefits and outcomes. Developing a comprehensive marketing plan and disseminating it through websites, public spaces, and other public areas. 	Curriculum and Planning Department, Media and Corporate Communications Department, and Marketing Department at the University

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Program launch	<ul style="list-style-type: none">Student registration and course delivery according to the specified schedule	Admissions and Registration department
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6.5 Continuous Review and Development

Steps	Procedures	Responsible Entity
Periodic assessment	<ul style="list-style-type: none">Conduct periodic program evaluations (e.g., every two years).Collect feedback from students, faculty, and employers.	The program's Quality and Accreditation Committee and the college's Quality Assurance Unit
Performance analysis	<ul style="list-style-type: none">Measuring and analyzing program performanceMeasuring the extent to which learning outcomes are achievedAnalyzing pass/fail rates and student performance	The program's Quality and Accreditation Committee and the college's Statistics and Information Committee
Program development	<ul style="list-style-type: none">Updating course content or adding new courses based on periodic evaluation.Modifying teaching or assessment methods to ensure the effectiveness of the educational process.	Department and College Programs and Curriculum Committee



7. Curriculum Development– major and minor modifications

An existing program or study plan is updated through a series of modifications, which can be divided into two types: major and minor modifications.

7.1 Major Modifications

These are significant and substantial modifications that directly and fundamentally affect the structure or content of the study plan or academic program. They require approval and endorsement from higher university authorities, such as the Standing Committee for Plans and Curricula or the University Council.

7.2 Minor Modifications

These are minor and non-fundamental modifications that do not significantly affect the overall framework or core content of the study plan. Rather, they aim to improve operational or procedural details and are often submitted for review or approval by relevant bodies, such as the department council or the college council. The following table illustrates the differences between these modifications.

Difference/Modifications	Major modifications	Minor modifications
The impact	Modifications refer to fundamental changes that affect the entire program or plan, impacting learning outcomes and program outputs.	Minor changes, on the other hand, involve procedural details.
The importance	Modifications focus heavily on the outcomes of the academic program,	Emphasizing the improvement of the student learning experience.
The approval	It requires approval from the University Council and/or the University's Curriculum and Planning Department	presented to the Department Council and/or the College Council.
Examples	Adding or removing a course, modifying hours, modifying program learning outcomes, ...	Updating textbooks, modifying course content (provided the modification does not exceed 15%), assessment methods, ...

The following tables provide a list of modifications and the entity responsible for approving them.

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Major modifications:

Modification	Responsible Entity
Program name	University Council
Number of credit hours for the program	University Council
Number of academic levels	University Council
Program tracks and early exit points (add or drop)	University Council
Program admission requirements	University Council
University requirements	University Council
Language of instruction in the program	University Council
Course Outline	University Curriculum and Academic plans Department
Program Vision, Mission, and Goals	University Curriculum and Academic plans Department
Careers/Jobs for which Students are Qualified and Professional Sectors Related to the Program	University Curriculum and Academic plans Department
Program Learning Outcomes and Matrix	University Curriculum and Academic plans Department
Adding or Dropping a Course	University Curriculum and Academic plans Department
College, Department, or Major Requirements	University Curriculum and Academic plans Department
Course type: Required or elective	University Curriculum and Academic plans Department
Teaching and learning strategies implemented to achieve program learning outcomes	University Curriculum and Academic plans Department

Minor modifications:

Modification	Responsible Entity
Methods for evaluating program learning outcomes	University Curriculum and Academic plans Department
Program quality assurance	University Curriculum and Academic plans Department
Program plan for measuring learning outcomes at the program level	University Curriculum and Academic plans Department
Program performance indicators	University Curriculum and Academic plans Department
Language of instruction for the course	College Council
Learning resources, facilities, and equipment for the program	College Council
Prerequisites and concurrent requirements for the course	College Council
Course topics	Curriculum and study plan committee (college/department)
Course objectives	Curriculum and study plan committee (college/department)



Learning outcomes for the course	Curriculum and study plan committee (college/department)
Course quality assessment	Curriculum and study plan committee (college/department)
Distribution of topics across weeks	Department Council
Student assessment activities (assessment tools and their grading)	Department Council
Learning resources such as books and references for the course	Department Council
Methods for evaluating program learning outcomes	Department Council

7.3 Review and Evaluation Mechanisms

The review and evaluation process is carried out periodically by the relevant committees and councils. The following are the important roles of these committees and departments regarding the evaluation, assessment and development of programs.

1. Department Curriculum and study plan committee

The committee implements periodic procedures to ensure the quality of the department's academic programs through:

- Collecting and analyzing information using various assessment tools to identify strengths, weaknesses, and performance improvement plans.
- Analyzing the results of direct measurement of course and program learning outcomes and preparing relevant reports.
- Reviewing the results of surveys and preparing the necessary reports.
- Preparing the program's annual report.
- Evaluating learning outcomes and the extent to which graduate characteristics are met at all levels, and preparing the necessary reports.
- Conducting an information survey to study the program's surrounding environment and labor market developments to assess the demand for program graduates.

2. Department Council

Department Council:

- Review and approve the reports of the department's Academic Programs Committee.
- Make appropriate recommendations and submit reports to the College Council.

3. College Council:

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- Discuss and approve academic program reports and submit recommendations to the University's Vice Presidency for Academic Affairs and relevant university committees.

4. University Curriculum and Academic Plans Department:

- Review and approve recommendations received from colleges and then submit them to the Vice President for Academic Affairs.

5. University Council:

- Make appropriate decisions regarding academic programs and plans.

Authorities to modify a Program/Course

The following tables show the types of amendments and the entity with the authority to approve them:

Modification	Department Council	College Council	University Council
Program Name			✓
Degree awarded upon completion of the program			✓
Admission requirements for the program			✓
Restructuring of study plan hours	✓		
Number of credit hours	✓		
Attendance and program completion requirements	✓		
Degree awarded upon completion of the program	✓		
Program Evaluation and Development Mechanisms	✓		
Academic Grievance Mechanisms	✓		
Program Mission and Goals	✓		
Components of Field Experience	✓		
Research Project	✓		
Key Learning Outcomes of the Program	At a rate not exceeding 20%	At a rate exceeding 20%	
Teaching Strategies Used in the Program	At a rate not exceeding 20%	At a rate exceeding 20%	
Assessment Methods	At a rate not exceeding 20%	At a rate exceeding 20%	
Course Name		✓	
Number of Credit Hours		✓	
Level at Which the Course Is Taught		✓	✓ (University requirements)
Prerequisites		✓	
Key Learning Outcomes		✓	



Teaching Strategies	✓		
Assessment and Assessment Methods	✓		
Course Topics	✓		
Required Textbooks and References	✓		
Course Assessment Methods	✓		

8. Process of Incorporating Development in an Academic Program or Course.

1. Preparing and Submitting the modification Request According to the Approved Form:

The request is submitted by the faculty member, course coordinator, or program academic director to the department chair. The request must include clear and precise justifications for the change, along with the course or program report.

2. Referring the Request to the curriculum and Academic Plans Committee:

The department chair refers the request to the department's Academic Program Committee for review. If the request originates from the committee, it is forwarded directly to the department council.

3. Discussing the Modifications:

The department's Curriculum and Academic Plans Committee holds a workshop to discuss the amendments with the department's faculty members to ensure consistency.

4. Submitting the Report to the Department Council:

The committee submits a report containing the proposed change to the department council for a recommendation based on the committee's findings.

5. Presenting the Modifications to The College's Curriculum and Academic plans Committee and Quality unite:

The proposed modifications are reviewed by the College's Curriculum and Academic Plans Committee and Quality Unit, and any feedback is sent to the department for consideration. Upon agreement, the amendments are included in the department council's recommendations.

6. Presenting the Modifications to the College Council:

The amendment recommendations are submitted to the College Council for discussion. If the amendments are not substantial, they are approved by the College Council. If they are substantial, the recommendations are referred to the University's Curriculum and Planning Department for review and feedback.

7. Submitting the Recommendations to the University Council:

If the changes are substantial and require the University Council's approval, the University's Vice President submits the recommendation to the Council.

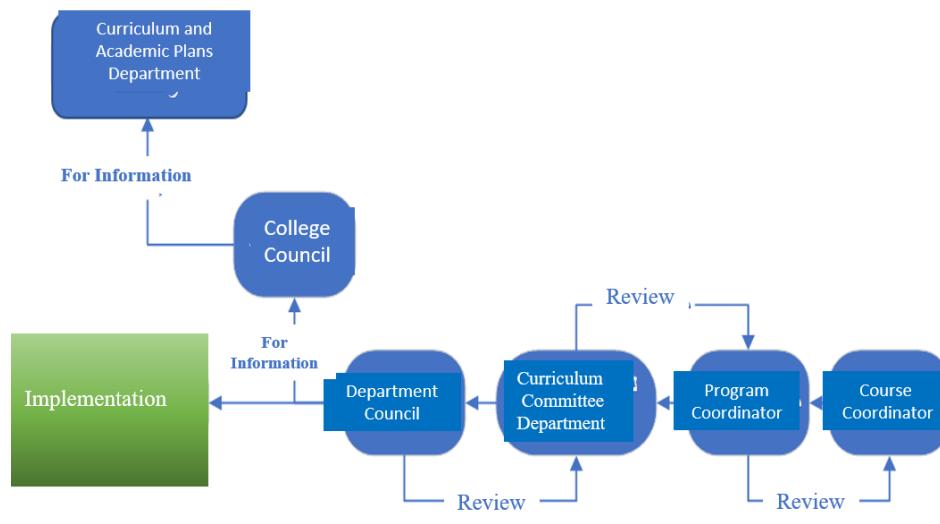
8. Implementing the Modifications:

A copy of all documents, including the approval number, is sent to the Vice President for Academic Affairs, and the Deanship of Admissions and Registration is contacted to implement the required amendments.

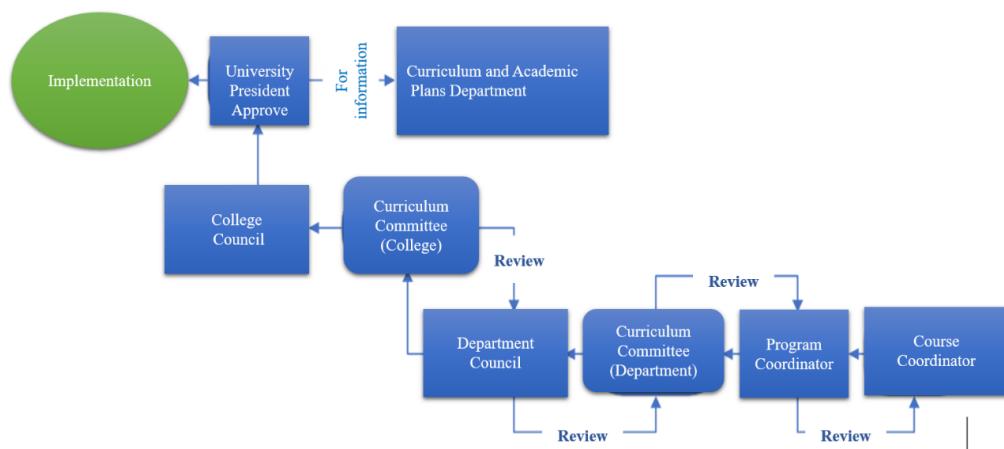
The following figures illustrate the amendment process according to the responsible party:

Development within the Department Council's Authority:

An existing program or study plan is updated by making a set of modifications that can be implemented through the Department Council



Development within the authority of the College Council



An existing program or study plan is updated by making a set of modifications that can be implemented through the College Council

9. Procedural Sequence for Creating/developing an Academic Program



Responsible Entity	Procedure
Department Curriculum and Academic Plans Committee	<ul style="list-style-type: none"> Developing or creating an academic program or study plan according to the steps outlined in the guide. Completing the required forms and ensuring compliance with the National Qualifications Framework and NCAAA standards. Submitting the committee meeting minutes to the department council for approval.



Academic Department	<ul style="list-style-type: none"> The proposed academic program or study plan is presented to the department council. The minutes of the department council meeting are submitted to the dean of the college if the proposal is approved by a majority of the department members. If there are any comments, the proposal is returned to the department's curriculum and syllabus committee for the necessary revisions before being resubmitted to the department council.
College Dean	<ul style="list-style-type: none"> The proposal is referred to the College's Curriculum and Academic Plans Committee and to the College's Quality Unit for study and submission of comments and recommendations (if any).
Curriculum and Academic Plans Committee and Quality unit(College)	<ul style="list-style-type: none"> Review the proposal and ensure its alignment with the university's vision, mission, and strategic objectives. Ensure the proposal complies with the Saudi National Framework standards and NCAAA standards and models. If any comments are found, return the proposal to the department's Curriculum and Academic Plans Committee for the necessary revisions.
College Council	<ul style="list-style-type: none"> Approval of the minutes of the College's Curriculum and Academic Plans Committee. Presentation of the proposal to the College Council. Submission of the College Council minutes and the proposal to the University President for approval. Referral of the approved proposal to the University's Curriculum and Plans Department for review.
Curriculum and Academic Plans Department (University)	<ul style="list-style-type: none"> Review the proposal and provide feedback and recommendations. Meet with representatives from the college, department, and program to discuss the rationale for the development or introduction, its alignment with the university's objectives, and its fulfillment of requirements.

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	<ul style="list-style-type: none">• Submit meeting minutes, including the proposed program, to the university president upon approval.• Complete the necessary procedures based on the university president's approval and the distribution of authority to the relevant parties.
University Council	<ul style="list-style-type: none">• Approval of the minutes of the Curriculum and Academic Plans Department meeting.• Directing the completion of the necessary procedures and submitting them to the official authorities for approval and licensing.• Upon obtaining the license, instructing the relevant officials to accept and register the application for implementation.



10. Curriculum Development

The curriculum is the overall framework that outlines the courses and academic activities a student must complete to earn a degree in a specific field. It includes key components that contribute to the student's academic and professional development.

The core components of the curriculum vary to cover both general and specialized aspects, ensuring the student receives comprehensive academic and practical preparation. The ultimate goal is to equip the student with the knowledge, skills, and values necessary to excel in their professional or academic field.

The curriculum structure must be clear and specific, divided into university requirements, college requirements, and major requirements. It also includes graduation projects and field or clinical training, depending on the major.

The number of credit hours allocated to each of these requirements and courses must be balanced according to the nature of the major and in accordance with the standards of the Ministry of Education and the Education Evaluation Commission in the Kingdom, as well as in comparison with relevant benchmarks.

Each college within the university prepares a guide to its curricula, detailing all its components, their distribution, and the benchmarks used.

The following table provides an example of this distribution.

Components of the study plan	Required/Elective	No. of Courses	Credit Hours	Percentage
University requirements	Required	3	6	4-5%
	Elective	3	6	4-5%
College Requirements	Required	8-12	24-36	18-30%
	Elective	2-4	8-12	4-10%
Program Requirements	Required	15-20	45-60	40-50%
	Elective	2-4	6-12	4-10%
Graduation Project	Required/Elective	-	6	4-5%
Field training	Required	-	9	6-8%
Internship year	Required	-	-	-
Other				
Total		35-45	120-130	100%

11. Course Coding System at Mustaqbal University

11.1 Introduction to Course Coding

Academic program curricula are constructed from up of a series of courses, each with its own unique identifier: a code, a name, and credit hours that vary depending on the nature of the course: actual hours, credit units, practical hours, tutorial hours, training hours, and so on. Each course is assigned a code, which aids in the organization and identification of courses within the curriculum. The university must standardize and accept this coding system so that it may be used as a reference by all colleges and academic departments. Coding is a defined organizational technique used by the university to assign precise codes and numbers to each course in its numerous colleges and academic divisions. This approach tries to make it easier to identify and classify courses based on a set of criteria such as college, department, academic year, and level.

11.2 The Importance of Course Coding

The course coding process aims to:

- **Unify the academic system:** Ensure a standardized format for courses across colleges and departments.
- **Organize and classify:** Classify courses by college, department, academic level, and field.
- **Facilitate and clarify:** Simplify the search, registration, and academic management processes for courses.
- **Allow for flexible updates and additions:** Enable the university to add new courses or modify study plans without complications.

11.3 University Colleges' Coding System

Courses in the programs of the College of Administrative and Human Sciences and the College of Engineering and Computer Science are subject to the following coding system:

Course Code	One's Place	Tens Place	Hundreds
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1. Specialization: The department to which the course belongs, represented by letters.

2. Course Level: Usually the year in which the course is taught, represented by numbers in the hundreds place.



3. Specific Specialization: The specific area of specialization or subject within the program, represented by numbers in the tens place.

4. Course Sequence: Distinguishes the course within the level and specialization, represented by numbers in the ones place.

However, courses in the College of Dentistry and Health Sciences follow a different system, where the coding system is as follows:

1. Specialization: The department to which the course belongs, represented by letters.
2. Course Year: The year in which the course is taught, represented by numbers in the hundreds place.
3. Course Level: Represented by numbers in the tens place.
4. Course Sequence: Distinguishes the course within the level and specialization, represented by numbers in the ones place.

11.3.1 An illustrative example of the coding system in the Computer Science program

- Programming 1 course, taught by the Computer Science Department

CS101			
Code	Ones	Tens	Hundred
CS Computer Science	1 First academic year	0 Programming	1 Course ranking within programming courses
The course code was determined by the Computer Science Department, the department supervising the teaching within the department.	The year in which the course is studied - which is the first year in this example	This symbol indicates the programming specialization within the computer science department – other specializations, such as data science and algorithms, have the symbol 1.	This indicates the course's sequence within the programming curriculum and it is considered the first course.

11.3.2 An illustrative example of the coding system in a nursing program

NURS-111	Number 1 refers to first year Number 1 refers to first semester Number 1 refers to the first course in the first semester
NURS-112	Number 1 refers to first year Number 1 refers to first semester Number 2 refers to the second course in the first semester
NURS-221	Number 2 refers to second year

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	Number 2 refers to second semester Number 1 refers to the first course in the first semester
NURS-222	Number 2 refers to second year Number 2 refers to second semester Number 2 refers to the first course in the first semester
NURS-361	Number 3 refers to third year Number 6 refers to sixth semester Number 1 refers to the first course in the first semester



12. University and College Requirements

12.1 University Requirements

These are a set of general course requirements imposed by the university on all its students, regardless of their academic specialization. They comprise 12 credit hours in the study plans. These requirements aim to enhance students' fundamental skills, provide them with general knowledge in diverse fields, and develop the human and social values that prepare them for integration into society and the job market. University requirements are divided into:

Required Courses: These are courses that students are obligated to take as part of their academic plan and consist of 6 credit hours.

Elective Courses: Students choose a specific number of courses from the available options, totaling 6 credit hours.

The following table details these courses.

Group	Course code and number	Course title	Lecture, L	Practical, Lab	Training, T	Credit hour, Cr	Prerequisites
Required 6 Hrs.	IC101	Introduction to Islamic Culture	2	-	-	2	
	ARAB 101	Language Skills	2	-	-	2	
	ARAB 202	Arabic Editing	2	-	-	2	
Elective 6 Hrs.	IC 102	Ethics in Islam	2	-	-	2	IC101
Choose (3) courses with a total of (6) hours	IC 203	Islam and Community Building	2	-	-	2	IC101
	IC 204	Human Rights in Islam	2	-	-	2	IC101
	IC 205	An Introduction to Islamic Legislation	2	-	-	2	IC101
	IC 408	The Prophet's Biography	2	-	-	2	IC101
	IC 306	The Economic System in Islam	2	-	-	2	IC101
	IC 408	Islamic Political System	2	-	-	2	IC101
	SOC 101	An Introduction to Sociology	2	-	-	2	

12.2 College requirements

These are the courses that the college requires of all its students, regardless of their major. These requirements aim to build a common knowledge base among all college students, enhance the essential skills relevant to their various specializations, and ensure they possess broad and comprehensive knowledge within the college's field. The college's requirements are divided into:

Required Courses: These are core courses that all college students must study without exception. Each college determines these courses.

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Elective Courses: Students choose a specific number of courses from a set of elective courses determined by the college in coordination with all its departments.

Supporting Resources

- Study Plan Guide - All University Programs
- Program Description - All University Programs

References and Documents:

- Kingdom Vision 2030 (<https://www.vision2030.gov.sa>)
- Regulations and Bylaws of the Council of University Affairs (<https://www.cua.gov.sa>)
- Saudi Standard Classification of Educational Levels and Specializations
- Documents of the Education and Training Evaluation Commission (<https://etec.gov.sa/home>):
 - National Qualifications Framework (NQF)
 - Specialized Academic Standards Document
 - Guide to Designing/Approving/Modifying Study Plans and Courses for Qassim University
 - Guide to Designing and Developing Academic Programs at Al-Baha University
 - Procedural Guide for Program Preparation Academic Development Guide for Umm Al-Qura University (Second Edition)

Procedural Guide for Building and Developing Study Plans for Specialized Academic Programs at Shaqra University

Procedural Guide for Creating and Developing Academic Programs at Jazan University (Second Edition)

Guide for Designing/Approving/Modifying Study Plans and Courses at Mustaqbal University – First Edition