



Programs Design and Review Manual

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Introduction

In its commitment to ensuring the quality of its academic programs and educational outcomes, the university has designed this manual- which is part of its comprehensive quality management system - to explain all the policies and procedures related to the design, review, and development of its academic programs. This manual explains the rules and mechanisms followed in designing and establishing academic programs to ensure their alignment with the university's strategic plan and their fulfillment of job market and local development requirements. It also explains the procedures for the periodic review of academic programs to ensure their continuous improvement, keeping up with new developments, and academic and professional advancements. Given the importance of unifying efforts and facilitating the processes of assurance and quality control, this manual covers all academic programs at the university across all educational levels (bachelor's and graduate studies).



1. Establishment and design of academic programs

The university always strives to meet the aspirations of its students and contribute to advancing local development and meeting the changing labor market requirements; therefore, it encourages its academic faculties to establish academic programs that keep up with the changes in the labor market and the requirements of local and community development. To ensure the quality of the newly established programs, the university has set the following conditions that must be met in the newly established program:



- Alignment with the specialized academic standards of the Education and Training Evaluation Commission.
- Alignment with the Unified Saudi Classification for Educational Levels and Specializations.
- Alignment with the Saudi Unified Job Classification.
- Alignment with the strategic directions of the regions and meeting the programs' requirements of the labor market according to the competitive advantages of the region.
- Contributing to achieving the university's mission and its strategic plan.
- Compliance with the policies, regulations, and rules of higher education in the Kingdom.
- Compliance with the university's style, and its strategy for learning, teaching, and assessment.
- Total alignment with the National Qualifications Framework.
- Meeting the requirements of academic, professional standards, and related professional certifications.
- Meeting developmental, community needs, and labor market requirements.
- Keeping up with the latest directions and developments in the field of specialization.





- Engaging all stakeholders in the program design (employers, business owners, and advisory committees).
- Compliance of Bachelor's programs with the university's regulations for undergraduate studies and examinations and their executive rules.
- Compliance of the graduate programs with the university regulations governing graduate studies and its executive rules.
- Respecting intellectual property rights and the values of academic integrity.
- The similar program achieving academic accreditation at a lower level when introducing graduate programs.
- Availability of a sufficient number of faculty members with the necessary experience in the field of the newly established program.
- Availability of the necessary equipment and learning resources to teach the program with high quality.





In addition to adhering to all the above conditions, all newly established programs shall use the forms approved by the National Center for Academic Accreditation and Assessment for the description of programs, courses, and field experience (if available), and comply with academic accreditation standards, especially the following:

- Aligning learning outcomes with the program's mission, standards, academic developments, related professional requirements, university graduate attributes, labor market needs, community development, and the national qualifications framework.
- Adapting learning and teaching strategies to ensure students achieve the proposed learning outcomes.
- Adhering to the curriculum and courses to achieve the program's objectives and learning outcomes.
- Balancing theoretical and practical aspects in educational content.
- Considering the sequence and integration among the courses in the curriculum.
- Linking program learning outcomes with course learning outcomes.
- Design exit points for the program, if possible.





All newly established programs should adhere to the Quality Matters standards when designing the components related to learning, teaching, and online assessment of any course, especially the following:



- Identifying the technical and informational requirements and skills required from students to study the program.
- Identifying the required methods of communication and interaction from students (e.g., Discussion boards, email) in the program.
- Ensure that the technical and electronic tools used in learning and teaching support students in achieving the learning outcomes of the program and courses.
- Ensuring that the technical and electronic tools used support student interaction and active learning.
- The diversity in using technological and electronic tools in learning and teaching processes.
- Explaining methods to protect students' information and privacy.
- Explanation of the technical support and training available to students to help them benefit from their educational experience.
- Ensuring the availability, accessibility, and navigability of online content.
- Ensuring the integration between the content provided electronically and the content provided in person in programs using the blended mode.





1.1 Procedures for Establishing Academic Programs

- **The Committee of Plans and Educational Programs at the academic department** submits an initial proposal (Appendix 1) to the head of the relevant department, detailing the name of the program, its purpose, the need for its establishment, and the extent of its alignment with the university's strategy and educational model.
- **The department head submits** the establishment proposal to the college dean, who in turn submits it to the Vice Presidency for Academic Affairs for review by the standing committee for academic plans and curricula at the university, or to the Vice Presidency for Graduate Studies and Research if the established program is a graduate studies program, for review by the standing committee for graduate studies.
- **If the proposal is approved**, The Committee of Plans and Educational Programs at the academic department will complete filling out all the forms related to the establishment of academic programs (Appendix 2), taking into account all the conditions and regulations mentioned in this manual.
- **The forms are sent after completion** to the Vice Presidency for Academic Affairs for Bachelor's programs and to Vice Presidency for Graduate Studies and Research for graduate programs.
- **All forms related to the newly established program** are sent to two external reviewers who are specialists and experienced in the field of the newly established program, and to a third external reviewer specialized in e-learning. It is sent by the unit of Curriculum and Programs for Bachelor's programs and by the Deanship of Graduate Studies and Research and Innovation for graduate programs. The program is reviewed based on the designed form for that purpose (Appendix 3). It should be noted here that the third arbitrator, who specializes in e-learning, will evaluate the program and its courses according to the standards of Quality Matters using the designated form in (Appendix 3).
- **Upon receiving the Review results**, the programs along with the Review results are presented to the following standing committees: The standing Committee for bachelor Study Plans and Curricula and the standing Committee for graduate Studies for the Master's. The representative member from the Deanship of Development and Quality in both committees thoroughly reviews the completion of the forms to ensure quality mechanisms at the university using the specifically designed form (Appendix 4).





- **In the event that the standing committees** approve, the approval and the reviewers' observations are sent to the academic departments, which in turn complete their presentation to the relevant councils for obtaining the final approvals from the department council and the college council.
- **The standing committees raise the recommendation** for the university council to approve the academic program, based on the endorsement of both the department council and the faculty council.
- **Once approved and endorsed by the University Council**, all relevant parties are informed to implement the program.
- **A notification shall be submitted to the National Center for Academic Accreditation and Assessment** regarding the commencement of a new program at least nine months before the proposed initial registration of students to expand the scope of institutional accreditation to include the new scope using the substantial change report form for accredited institutions (Appendix .(5



1.2 Summary of Academic Program Establishment Procedures





2. Review and Development of Academic Programs

2.1 Annual Review

- At the end of the semester, the course coordinator prepares a comprehensive single report for the course according to the form approved by the Deanship of Development and Quality (Appendix 6). This is based on the reports received from the course instructors at all university branches, and it is submitted to the quality coordinator of the program.
- Based on the course reports received from the course coordinators, and the key performance indicators of the program approved by the Deanery of Development and Quality (Appendix 7), the quality coordinator prepares the annual program report at the end of the academic year according to the approved template from the Deanery of Development and Quality (Appendix 8). The report is then submitted to the department head for presentation to the department council for approval.
- Upon the adoption of the annual report for the program, which includes a plan for program improvement, the report is submitted to the dean of the college to present it to the college council for discussion and approval.
- The report is then submitted to the Deanship of Development and Quality to present it to the Standing Committee for Quality Assurance for discussion and approval.
- The program is notified of the report's approval and instructed to begin implementing the improvement plan in accordance with the university's procedures.





2. Review and Development of Academic Programs

2.2 Comprehensive Review

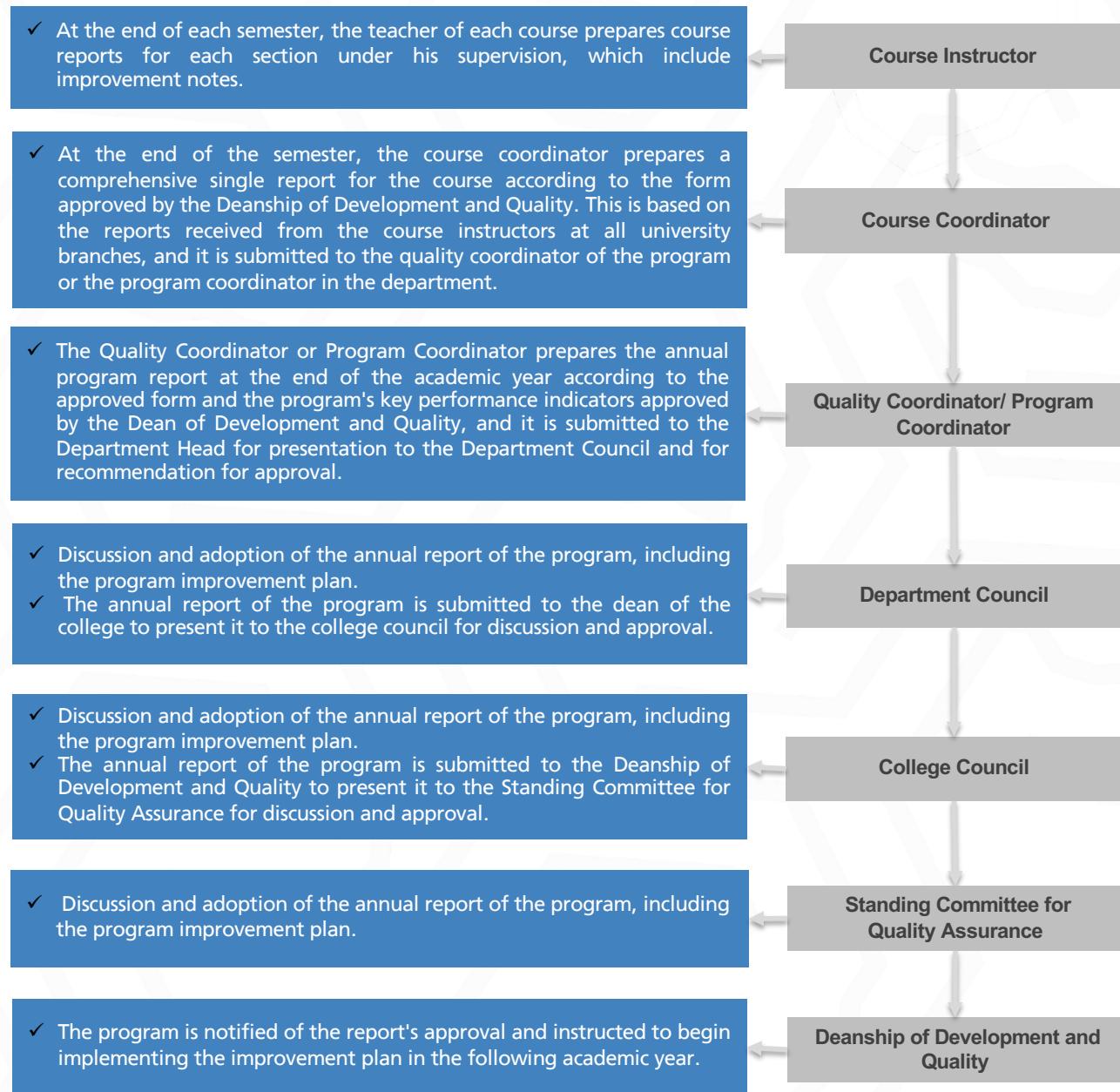
To ensure programs keep pace with scientific and academic developments, labor market changes, and community development requirements, programs undergo a comprehensive review every five years concurrently with the academic program accreditation cycle by the Education and Training Evaluation Commission. Programs implement the same procedures used in the academic program accreditation processes and adhere to the standards of the Education and Training Evaluation Commission. They commit to improvement actions resulting from the review process as mentioned in the report of external reviewers and the program's advisory committee, as well as the opinions of all beneficiaries (such as faculty, students, graduates, and employers).





2.3 Summary of Procedures for Reviewing and Developing Academic Programs

Annual Review



Comprehensive Review





3. Program Modification Levels and Authorities

Review processes may result in recommendations to change part or parts of the academic program, which requires clarification of the extent of the changes and the authority limits of the entities related to the program. The changes are divided into two levels: Substantial and minor.

- Substantial changes are those that affect the program's learning outcomes or its curriculum, thus requiring approval from the University Council after being approved by both the Department Council and the Faculty Council, The standing committee for academic plans and curricula (Bachelor's Programs) / the Standing Committee for Graduate Studies (Master's Programs).
- Minor changes are simple modifications that do not affect the learning outcomes of the program or curriculum, and do not require higher approvals. They are approved by the department and college councils and the standing committee for quality assurance when adopting the annual report of the program, including recommendations for improvement and change. The following table illustrates some potential changes and their levels.



For programs that have received academic accreditation from the Education and Training Evaluation Commission, it is necessary to inform the National Center for Academic Accreditation and Evaluation at least one full semester before making any substantial changes to the existing accredited program (Appendix 9). If a substantial change occurs without notifying the Center at least one full semester in advance, the program's accreditation will expire, and a new accreditation application must be submitted according to the accreditation policies approved by the National Center for Academic Accreditation and Evaluation.





Change	Level of change
Program Title	Substantial
Admission Requirements	Substantial
The number of accredited hours for the program and courses	Substantial
Program Learning Outcomes	Substantial
curriculum or add and drop courses	Substantial
Teaching style (fully electronic, for example)	Substantial
Tuition fees	Substantial
Course code	minor
Program Learning Outcomes Measurement Plan	minor
Requirement for a course	minor
Course learning outcomes that do not affect the program's learning outcomes	minor
The scientific content, book, and references for a course	minor
Teaching and assessment activities for a course	minor





3.1 Summary of procedures for modifying programs according to the level of change

Minor change

- ✓ The proposal for change is submitted by either a faculty member, the course coordinator, or the quality coordinator to the department head along with attaching a copy of the course or program report, which includes the justifications for the change, and the reasons shall be clearly and accurately stated.

- ✓ At the end of the academic year, the quality coordinator prepares the annual program report, incorporating all **minor** changes as recommendations and plans for improvement, and submits it to the department head for presentation to the department council and recommendation for approval.

- ✓ The annual report of the program, including the improvement plan, is discussed and approved by the department council.
- ✓ The annual report of the program is submitted to the Dean of the College to be presented to the College Council for discussion and recommendation of endorsement.

- ✓ The annual report of the program, including its improvement plan, is discussed and approved by the college council.
- ✓ The annual report of the program is submitted to the Deanship of Development and Quality to present it to the Standing Committee for Quality Assurance for discussion and approval.

- ✓ The program is notified of the report's approval and instructed to begin implementing the improvement plan in the following academic year.

Substantial change

- ✓ The report containing the **substantial** change proposal is presented to The Committee of Plans and Educational Programs at the academic department for discussing the change and making recommendations.

- ✓ The recommendation is submitted to the department head, to be presented to the department council for discussion and recommendation of endorsement.

- ✓ The recommendation is submitted to the dean of the college, to be presented to the college council for discussion and recommendation of endorsement.

- ✓ The recommendation is submitted to the standing committee for academic plans and curricula (Bachelor's Programs) / the Standing Committee for Graduate Studies (Graduate Programs) for discussion and recommendation of endorsement.

- ✓ The recommendation is submitted to the university council for discussion and approval.

- ✓ The program is notified of the change's approval and instructed to begin it.
- ✓ Programs that have received academic accreditation from the Education and Training Evaluation Commission, it is necessary to inform the National Center for Academic Accreditation and Evaluation at least one full semester before making any substantial changes.





4. Design and review of joint programs with external entities

The Saudi Electronic University always ensures to establish educational partnerships with distinguished external entities to provide quality education for its students and to fully benefit from the flexibility of its educational system. Therefore, it was necessary to clarify the roles, tasks, and responsibilities of the university and its potential external partner regarding designing, teaching, and reviewing academic programs.

The procedures in this manual apply to all joint programs in terms of design and review. As for teaching, assessing students, and ensuring the efficiency of faculty members, it is essential to clearly define the roles and limits of responsibilities of the university and the external partner in the partnership agreement, noting that all partnerships are continuously evaluated for their effectiveness based on the university's Quality Management System Manual.

From a design perspective, in addition to adhering to all guidelines and procedures outlined in this manual, the following must be taken into account:

- The educational content must be aligned with the National Qualifications Framework and the accreditation standards approved by the National Center for Academic Accreditation and Evaluation.
- The developed programs, with all their components, shall be executable in accordance with the education Laws and regulations in the Kingdom.
- The external entity involved in the program design must be legally authorized in the country where it operates and academically accredited by a recognized Accreditation body.
- All Aspects of the designed program and educational curricula must align with the values and culture of the Saudi society.

Regarding the annual and comprehensive review procedures, all university programs offered in partnership with external entities are subject to the procedures applied in this manual.



Appendices





Initial proposal template for creating an academic program

Appendix (1)

Proposed program title:
Educational stage:
Is the program classified in the Unified Saudi Classification for Educational Levels and Specializations? (If the answer is yes, add the classification code)
Credit Hours:
The purpose of the program and the extent of the need for its establishment:
The extent of the program's contribution to achieving the university's mission and its strategic plan:
The extent of the program's compatibility with the university's style and strategy for learning, teaching, and assessment:
Main headquarters and Branches where the program is proposed to be offered:





The professions/careers students are trained for:

Main paths of the program (if any):

Partnerships with other entities (if any) and the nature of each:

The availability of a qualified and sufficient number of faculty members in the program's field of specialization:

Availability of equipment and learning resources necessary for teaching the program:

Contact Officer:

Name:

Mobile Number:

Email:

The digital version of Appendix (1) is available at the link:

[Appendix 1](#)





Appendix (2)

All the following forms must be filled out for the newly established/developed academic program by the Committee of Plans and Educational Programs at the academic department after obtaining preliminary approval.

#	Required forms	The digital version
1	Program Description Form	
2	Course Description Form	
3	Field Experience Description Form(If available)	
4	Benchmark Comparison Form for Corresponding Programs	
5	Alignment Form according to the Unified Saudi Classification for Educational Levels and Specializations	
6	Alignment Form according to the Saudi Unified Job Classification	
7	Program Alignment Report with the National Qualifications Framework	<u>Appendix 2</u>
8	Consistency With Specialized Academic Standards	
9	Stakeholder Survey Report (Faculty Members - Students - Graduates - Advisory Committee - Employers)	
10	Aligning the program's mission and objectives with the university's mission and objectives	
11	Aligning program learning outcomes with university graduate attributes	
12	Complete the educational partnership form (if any)	
13	Choosing the appropriate professional or vocational certificate for the program (if any)	
14	Form of External Reviewers' Data	





Appendix (3)

All forms related to the newly established program are sent to two external reviewers who are specialists and experienced in the field of the newly established/ developed program, and to a third reviewer specialized in e-learning, by the Unit of Plans and Academic Programs in Educational Affairs for Bachelor's programs, and by the Deanship of Graduate Studies for graduate programs. Programs are reviewed based on forms designed for this purpose:

#	External Review form	The digital version
1	External Review in the field of specialization	<u>Appendix 3</u>
2	External Arbitration in E-Learning	

Appendix (4)

Audit form for the committee member representing the Deanship of Development and Quality in the standing committee for academic plans and curricula and the Permanent Committee for Graduate Studies.

Newly Established/Developed Academic Program Title	
The college	
Department	





Review Terms	Completion (✓)	Notes
The program contributes to achieving the university's mission and its strategic plan.		
The program is in accordance with the university's style and strategy for education, teaching, and assessment.		
The program aligns with the requirements of the National Qualifications Framework.		
The program aligns with the Unified Saudi Classification for Educational Levels and Specializations.		
The program is compatible with the Saudi Unified Job Classification.		
Completion of Program Description		
Completion of All Course Description		
Completion of field experience Description(if any)		
Stakeholders Survey Report (Faculty Members - Students - Graduates - Advisory Committee - Employers)		
Aligning the program's mission and objectives with the university's mission and objectives		
Aligning program learning outcomes with university graduate attributes		
Complete the educational partnership form (if any)		
Choosing the Professional/Vocational Certificate		
Completion of External Review Forms		
Fulfilling the external reviewers' observations		
Recommendation		
Full approval of the program		
Conditional approval of the program		
Conditions to be met:		
<input type="checkbox"/> Non-approval		

The digital version of Appendix (4) is available at the link: [Appendix 4](#)





Appendix (5)

#	Forms	The digital version
1	Course Report	<u>Appendix 5</u>
2	Field Experience Report (If Available)	

Appendix (6)

#	Indicators to be Measured	The digital version
1	Key Performance Indicators for the Program (Bachelor's Degree)	
2	Key Performance Indicators for the Program (Master's Degree)	<u>Appendix 6</u>
3	Additional Performance Indicators for Programs (Related to E-Learning)	





Appendix (7)

#	Forms	The digital version
1	Annual Program Report	<u>Appendix 7</u>

Appendix (8)

#	Substantial Changes Form	The digital version
1	Report on Substantial Changes to Accredited Programs	<u>Appendix 8</u>





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