



## Program Specification

<b>Program Name: Bachelor in Zoology (20102)</b>
<b>Qualification Level: Bachelor, 6<sup>th</sup> level (According to NQF)</b>
<b>Department: Biology Department</b>
<b>College: College of Sciences</b>
<b>Institution: Taif University</b>

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>		
Male Students Main Campus, Hawiyah, Taif		
Female Students Main Campus, Hawiyah, Taif		
<b>2. Branches Offering the Program: None</b>		
<b>3. Reasons for Establishing the Program:</b>		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<ul style="list-style-type: none"> <li>• <b>Economic, social, and cultural needs:</b> <ul style="list-style-type: none"> <li>- Stimulate the role of all Saudi citizens in community development.</li> <li>- Spread of scientific, social, and economic cultures along Saudi Arabian communities.</li> <li>- Directly serve the national Saudi community.</li> </ul> </li> <li>• <b>National needs and development</b> <ul style="list-style-type: none"> <li>- Meets the needs of labor market and industry.</li> <li>- Achieve the aspirations of the Saudi Arabian 2030 vision.</li> </ul> </li> </ul>		
<b>4. Total Credit Hours for Completing the Program: (139 hours)</b>		
<b>5. Professional Occupations/Jobs:</b>		
The professional Occupations include: Our graduates can work at:		
<ul style="list-style-type: none"> <li>- Research centers for scientific research.</li> <li>- Medical and analytical laboratories (in Ministry of Health and private organizations).</li> <li>- The Ministry of Agriculture.</li> <li>- National Authority for the protection of wildlife.</li> <li>- Universities and academic employment.</li> <li>- Teachers in Ministry of Education.</li> <li>- Desalination plants.</li> <li>- King Abdulaziz City for Science and Technology.</li> <li>- All Military sectors after obtaining prescribed courses.</li> </ul>		
All required information is available in the official web-site of The Saudi Ministry of Human Resources and Social Development ( <a href="https://eservices.masar.sa/ClassificationGuide/Pages/HomePage.aspx">https://eservices.masar.sa/ClassificationGuide/Pages/HomePage.aspx</a> )		
<b>6. Major Tracks/Pathways (if any): None</b>		
<b>Major track/pathway</b>	<b>Credit hours (For each track)</b>	<b>Professional Occupations/Jobs (For each track)</b>
1. -----	-----	-----
2.		
<b>7. Intermediate Exit Points/Awarded Degree (if any): None</b>		
<b>Intermediate exit points/awarded degree</b>	<b>Credit hours</b>	
1. -----	-----	
2.		

## B. Mission, Goals, and Learning Outcomes

<b>1. Program Mission:</b>
Prepare qualified graduates in the field of Zoology capable of competition in labor market and exploitation of scientific research in community development.
<b>2. Program Goals:</b>
<b>G1.</b> Provide students with efficient cognitive and professional skills in the biology related fields.

- G2.** Prepare students for a wide variety of career paths, including scientific research and professional levels of employment.
- G3.** Motivate social responsibilities of students in an ethical framework for sustainable environmental and community development.
- G4.** Develop competency of lifelong learning and interpersonal traits in the field of specialty.
- G5.** Encourage investigation, problem-solving and scientific reasoning capabilities.

**3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.**

**Relationship between Program Mission and Mission of College of Sciences**

		Mission of College of Sciences		
		Education	Scientific Research	Community Service
Program Mission	Component 1 (Education)	√	√	
	Component 2 (Scientific research)		√	√
	Component 3 (Community development)	√		√

**Mission of College of Sciences:**

Prepare competent graduates in fields of education and scientific research capable of competing in labor market and participate in community development.

**Relationship between Program Goals and Strategic Objectives of College of Sciences**

	Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5	Strategic Objective 6
Program Goal 1		√				
Program Goal 2			√		√	√
Program Goal 3		√		√		
Program Goal 4	√				√	
Program Goal 5	√					√

**Strategic Objectives of College of Sciences:**

- 1- Development of academic programs.
- 2- Development of a competent and competitive graduate in the labor market.
- 3- Promotion of scientific research and postgraduate programs to meet national and community aspirations.
- 4- Contribution to environmental development and community service.
- 5- Develop the educational and technical environment to serve the educational process.
- 6- Provide a distinct academic and administrative environment that stimulates creativity and innovation.

### Relationship between Program Mission and Mission of Taif University

		Mission of Taif University		
		Education (Developing specialized competencies)	Scientific Research (Knowledge production)	Community Service (Transforming knowledge into an engine for development)
Program Mission	Component 1 (Education)	√	√	
	Component 2 (Scientific research)		√	
	Component 3 (Community development)			√

#### Taif University Mission:

To develop nationally competitive competencies that contribute to the production of knowledge and its transformation into an engine for development.

### Relationship between Program Goals and Strategic Objectives of Taif University

	Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5	Strategic Objective 6
Program Goal 1		√				
Program Goal 2			√			
Program Goal 3		√				
Program Goal 4	√					
Program Goal 5	√					

#### Taif University Strategic Objectives

1. Improve the quality of teaching and the outcomes of learning.
2. Effectively use research to contribute to community development.
3. Participate effectively in the provision and development of community services.
4. Improve the efficiency of the administrative systems.
5. Improve the efficiency of the human resources and of the infrastructure.
6. Improve financial efficiency and develop university-owned resources.

#### 4. Graduate Attributes:

- A. Core knowledge of zoological sciences and scientific research ethics.
- B. Able to apply problem-solving and critical thinking skills in zoological subjects.
- C. Use of recent information technologies for lifelong learning of zoological sciences.
- D. Application of essential biological sciences-related research skills in professional development.



E. Ability to communicate and collaborate for the community biological benefits and services.

### 5. Program learning Outcomes\*

#### Knowledge and Understanding

K1	Recognize facts, principles, scientific terminology and concepts across major biological disciplines and other related sciences.
K2	Classify different organisms based on their habitats, external features, anatomy and other relevant biological characteristics.
K3	Identify basics, routine procedures and technical requirements of different scientific tools and equipment.

#### Skills

S1	Apply biological concepts using integration of academic knowledge and professional skills.
S2	Investigate relatively complex scientific problems, facts and opinions using a range of knowledge extension to recommend classical or innovative solutions with limited guidance.
S3	Utilize concepts and basics of biological sciences in economic, social and environmental contexts.
S4	Demonstrate functions of macromolecules (e.g. DNA, proteins, lipids .....etc.) in different biological systems.

#### Values

V1	Exhibit leadership role and responsibilities in making an identifiable contribution in professional and scientific research activities.
V2	Formulate original and innovative responses in addressing and solving complex problems and issues.
V3	Display professional, ethical and cultural values in relation to technological or scientific advancements.

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

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	12	24	17.3%
	Elective	1	2	1.4%
College Requirements	Required	6	22	15.8%
	Elective	-	-	-
Program Requirements	Required	30	85	61.1%
	Elective	-	-	-
Capstone Course/Project	Required	1	3	2.2%
Field Experience/ Internship	Required	1	3	2.2%
Others		-	-	-
<b>Total</b>		<b>51</b>	<b>139</b>	<b>100%</b>

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

### 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	2004111-2	Fundamentals of Islamic Culture	Required	-	2	Institution
	999801-2	English for Academic Purposes (1)	Required	-	2	Institution
	2031204-4	General Physics (1)	Required	-	4	College
	2051204-3	Introduction to Biotechnology	Required	-	3	College
Level 2	990211-2	Arabic Language Skills	Required	-	2	Institution
	999802-2	English for Academic Purposes (2)	Required	999801-2	2	Institution
	202112-3	Introduction to Mathematics	Required	-	3	College
	201104-4	General Biology	Required	-	4	College
Level 3	990311-2	University Study Skills	Required	-	2	Institution
	999803-2	English for Academic Purposes (3)	Required	999802-2	2	Institution
	204101-4	General Chemistry (1)	Required	-	4	College
	2021204-4	Calculus (1)	Required	202112-3	4	College
Level 4	105115-2	History of the Kingdom	Required	-	2	Institution
	999804-2	English for Academic Purposes (4)	Required	999803-2	2	Institution
	2012102-3	Cytology	Required	201104-4	3	Program
	2012103-3	General Botany	Required	201104-4	3	Program
	2012104-3	General Zoology	Required	201104-4	3	Program
Level 5	2004112-2	Islamic Culture (Morals and Values)	Required	2004111-2	2	Institution
	999819-2	Special English For Science	Required	---	2	Institution
	2012101-3	General Ecology	Required	201104-4	3	Program
	2022110-2	Biostatistics	Required	2021204-4	2	Program
	2043106-3	Biochemistry	Required	204101-4	3	Program
Level 6	2012201-2	Genetics	Required	2012102-3	2	Program
	2012202-2	Biodiversity	Required	2012101-3	2	Program
	2012203-3	General Microbiology	Required	2012103-3	3	Program
	2012205-3	Plant Kingdom	Required	2012103-3	3	Program
	99xxxx-2	Elective Course	Elective	---	2	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 7	2013101-3	Histology	Required	2012201-2	3	Program
	2013104-3	Hematology and Immunology	Required	2012104-3	3	Program
	2013105-3	Animal Physiology	Required	2012104-3	3	Program
	2013103-2	Pollution and Environmental Impact Assessment	Required	2012101-3	2	Program
Level 8	2004313-2	Islamic Culture (3)	Required	2004112-2	2	Institution
	2013203-3	Entomology	Required	2012204-3	3	Program
	2013102-3	Animal Ecology	Required	2012101-3	3	Program
	2013206-2	Principles of Animal Taxonomy	Required	2012104-3	3	Program
	013203-3	Comparative Animal Physiology	Required	2013105-3	3	Program
Level 9	2004414-2	Islamic Culture (4)	Required	2004313-2	2	Institution
	2013204-3	Vertebrates	Required	2012203-3	3	Program
	2013202-3	Economic entomology	Required	2012204-3	3	Program
	2023205-2	Animal Behavior	Required	2013109-3	3	Program
Level 10	2014101-3	Parasitology	Required	2012204-3	3	Program
	2014104-3	Molecular Biology	Required	2012201-2	3	Program
	2014106-3	Field Studies	Required	---	3	Program
	2014102-3	Amphibia and Reptilia	Required	2013205-3	3	Program
Level 11	2014103-3	Embryology	Required	2013205-3	3	Program
	2014105-3	Ornithology	Required	2013205-3	3	Program
	2014204 -3	Ichthyology	Required	2013205-3	3	Program
	2014207 -2	Mammalogy	Required	2013205-3	2	Program
Level 12	2014203-3	Graduation Project	Required	---	3	Program
	2014205-3	Fauna of Saudi Arabia	Required	2013204-3	3	Program
	2014201-2	Endocrinology	Required	2013105-3	3	Program
	2014202-2	Biological Control	Required	2013202-3	3	Program
	2014206-3	Vertebrate Comparative Anatomy	Required	2014103-3		

\* Include additional levels if needed

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

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[Course specifications of Zoology program courses](#)

### 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 )

Level	Course name & code	Program Learning Outcomes									
		Knowledge and Understanding			Skills				Values		
		K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
1	General Physics (1) (2031204-4)			I	I					I	I
	Introduction to Biotechnology (2051204-3)	I		I				I		I	
2	Introduction to Mathematics (202112-3)	I			I	I				I	
	General Biology (201104-4)	I	I					I		I	
3	General Chemistry (1) (204101-4)			I	I					I	I
	Calculus (1) (2021204-4)	I			I	I				I	



Level	Course name & code	Program Learning Outcomes									
		Knowledge and Understanding			Skills				Values		
		K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
4	Cytology (2012102-3)	I		I				I	I		I
	General Botany (2012103-3)	I	I		I		I		I		
	General Zoology (2012104-3)	I	I				I	I			I
5	General Ecology (2012101-3)	I	I				I		I		I
	Biostatistics (2022110-2)	I			P	I				P	
	Biochemistry (2043106-3)	P		P		I		P		P	
6	Genetics (2012201-2)	I			I			P	I	I	
	Biodiversity (2012202-2)	P	I				I			I	
	General Microbiology (2012203-3)		I	P			P	P		I	
	Plant Kingdom (2012205-3)		I		I		I		I		P
7	Histology (2013101-3)	I	I		I		I		I		
	Hematology & Immunology (2013104-3)	P	I			P	P		P		
	Animal Physiology (2013105-3)	P		P		P		P	I		
	Pollution and Environmental Impact Assessment (2013103-2)	P					P			P	P
8	Animal Ecology (2013102-3)	M	M				M			M	
	Entomology (2013102-3)		I		P		P		P		P
	Principles of Animal Taxonomy (2013206-2)	M	P		P		P		P		
	Comparative Animal Physiology (013203-3)	M	M		M		M		M		
9	Vertebrates (2013204-3)	M	P		P				P	P	
	Economic entomology (2013202-3)	-	I		M		M		P		M
	Animal Behavior (2023205-2)	M	M			M			M		
10	Parasitology (2014101-3)	M	M		M		M				M
	Molecular Biology (2014104-3)	M		M	M			M		M	
	Amphibia and Reptilia (2014102-3)		M		M		M		M		M
	Field Studies (2014106-3)	M		M		M			M	M	
11	Ornithology (2014105-2)	P	P				P		M		M
	Ichthyology (2014204-3)		M			M				M	M
	Embryology (2014103-3)		M		M		M		M		M
	Mammalogy (2014207-2)		M	M	M				M		M
12	Graduation Project (2014203-3)			M		M		M	M	M	M
	Fauna of Saudi Arabia (2014205-3)	M	M			M	M				M
	Endocrinology (2014201-2)		M		M		M		M		M
	Vertebrate Comparative Anatomy (2014206-3)		M	M	M				M		M
	Biological Control (2014202-2)		M	M		M		M		M	

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

### 5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

- **Lecture:** It can be defined as a presentation of the subject of the lesson in voice and some other aids. It is delivered by explaining the elements of the lecture's subject and skillfully distributing the time on all elements.
- **Open discussion:** A way to guide and encourage students to express their opinions, ask questions and provide answers, and thus increase interest in preparing the lesson in advance.
- **Brain storming:** stimulate the minds of learners in order to think in all directions and possibilities and obtain the maximum number of ideas on the subject of the lecture.
- **Project strategy:** To specify a set of educational projects related to the specialization of students and present these projects to students so that each group of students chooses a specific project. The faculty member will then assist students by providing books, references, and advice until the end of the project and the achievement of the objectives.
- **Cooperative learning:** Based on reciprocal dialogue between faculty members and students, or among students themselves.
- **Mind mapping:** Employ shapes, fonts, images, arrows, colors, and language (linking words) to represent knowledge and provide information.
- **Small group activities:** divide the learners into small groups of 3 or 4, give them specific tasks "common goals," and then ask them to collaborate (knowledge exchange) in order to accomplish the required tasks.
- **Discovery learning:** Requires the student to organize his information and rearrange it in a new way.
- **Problem solving:** Stimulate students towards a problem related to the course provided that it is suitable for their level and cannot be solved easily without research and effort.
- **Interactive learning:** Based on interactive information and communications technology.

- For more information see:

[Guide for Teaching and Learning Strategies and Assessment Methods \(In Arabic\)](#)

[Guide for Teaching and Learning Strategies and Assessment Methods \(In English\)](#)

#### Consistency of Teaching and Learning Strategies and Program Learning outcomes

Teaching and learning strategies	Program Learning Outcomes									
	Knowledge and Understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Lecture	√	√		√			√			
Open discussion			√		√	√	√		√	√
Brain storming		√		√	√		√	√		
Project strategy	√			√	√			√	√	
Cooperative learning	√		√			√		√		√
Mind mapping	√	√			√				√	
Small group activities			√	√		√		√	√	√
Discovery learning		√					√			√
Problem solving				√	√		√		√	
Interactive learning	√		√			√		√		

#### 6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

The assessment plan depends on assessing all PLOs annually and follows the PLOs assessment basic cycle to propose actions for improvement of outcomes.

#### **Direct assessment by rubrics**

Rubrics are used to examine how well students have met learning outcomes rather than how well they perform compared to their peers. Rubrics typically include specific, observable, and measurable descriptors that define expectations at each level of performance for each criterion. Each course instructor of the selected courses will prepare a rubrics sheet and submit it to the course coordinator. The course coordinator is responsible for gathering and regularly analyzing the results that include the male, female and generalized scales then he/she prepares the final report at the end of each academic year to be submitted to the program committee for key performance indicators and learning outcomes.

#### **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's relevant stakeholders (students, staff members, graduates and employers).

#### **Consistency of Assessment Methods and Program Learning outcomes**

Teaching and learning strategies	Program Learning Outcomes									
	Knowledge			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Rubrics	√	√	√	√	√			√	√	
Questionnaire of program's advisory committee		√				√	√	√	√	√
Questionnaire of program's relevant stakeholders	√		√	√	√	√	√			√

- For more information see:

[Zoology program learning outcomes assessment plan](#)

## **D. Student Admission and Support:**

### **1. Student Admission Requirements**

The Zoology program governance is conducted under authorities of Biology Department, College of Sciences, Taif University and follows the executive procedures of all Taif University councils, committees and executives which abides by fair and transparent admission criteria and rules for new students and transferees for both male and female students. The guidelines are controlled by the Vice Dean of Academic Affairs and Development and are supervised by regular follow ups from College of Sciences Council authorized by the Dean of college of Sciences.

In employing specific criteria and policies for new students' admission, the process of admission electronically begins with online application on the Admission Gate in the period specified by the Deanship of Admission and Registration. Students are assigned electronically on the program based on unbiased and clear procedures. The program follows the comprehensive, secure and safe University Online System which is available [on the website of Taif University](#). The academic advising unit in College of Sciences and their coordinators in Biology department issues University Online System User Manual to guide teaching staff on performing student tasks properly and easily.

**The program has general admission requirements which are:**

- The applicant nationality must be a Saudi or a Saudi mother or citizen mother.



- Obtaining the general secondary school or its equivalent from inside or outside the Kingdom.
- Lack of previous admission to Taif University.
- The weighted or equivalent percentage shall not be less than 70% depending on the vacant seats.
- Enter the necessary tests for specialization as described in the special admission requirements.
- The University shall not accept any secondary certificate older than five years.

**The program has specific admission requirements which are:**

- Weighted Ratio: General Aptitude test 30%, Secondary education 40% and Achievement test 30%.
- The duration of obtaining a secondary school certificate shall not exceed 5 years.

All required information is available in:

- [The official website of Deanship of Admission and Registration](#)
- [Manual of Admission and Registration procedures](#)
- [Bulletin of Deanship of Supporting Studies](#)
- [Academic Registration Online System-User Manual](#)
- [Rules and Regulations for Student Admission](#)
- [Taif University Student's Guide](#)

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

The program encourages students to participate and conduct effectively in an orientation week at the beginning of each academic year for new male and female students of the main campus and in the branches to introduce students to the University's culture, regulations, programs, facilities and services, students' rights and responsibilities and Taif University ethical code.

The program management have prepared a comprehensive guide of Zoology program in [Arabic](#) and [English](#) languages as well as a [manual for guidance and orientation of new students](#).

The orientation program assists new students in building an early visualization of the academic environment. The program orientation Brochure clarifies the specific policies that guarantee completing the program study according to the regulations of Taif University. The orientation program also helps to prepare students psychologically and socially to adjust to the scientific transfer from general education to higher education by meeting with teaching staff who guide students and introduce them to the rules and regulations in College of Sciences and Taif University.

More information is available in:

- [The official website of Deanship of Admission and Registration](#)
- [Bulletin of Deanship of Supporting Studies](#)
- [Bulletin of Deanship of Student Affairs](#)
- [Taif University Student's Guide](#)

## **3. Student Counseling Services**

(academic, career, psychological and social )

The Academic Guidance Unit of the program guides the whole process of student guidance services. The Unit has [annual plan and semester plan for academic guidance](#) of the students. Also, all [forms of academic guidance](#) are available for students.

The program followed the rules offered for guidance and counseling units based on a specific hierarchy of Academic Advising Unit in college of Sciences which regularly guide the academic advising unit in Zoology program by holding continuous workshops for academic advisors and enhance the role of academic advisors by official templates of academic advising.

The Academic Guidance Unit of the program offers personal academic, psychological and professional counseling, as well as group counseling to support the academic, behavioral, emotional, psychological and social growth of students.

All required information is available in:

- [Administration of University Guidance](#)
- [Management of Academic Support](#)
- [Guidebook for Academic Counseling](#)

#### 4. Special Support

(low achievers, disabled, gifted and talented)

The program follows the policy of Taif University in special caring of students with special needs, with an understanding that 3.3% of Saudi populations are disabled (out of every 1,000 people there are 33 disabled persons) according to the last statistics from General Authority for Statistics. The program realizes that disabled students deserve special care and must be provided with equal opportunity to access learning and leisure facilities. The program pays special attention to special needs students as they have been identified to their academic advisors and paying the attention of academic advisors that they need to take into account their circumstances significantly and work to make the best efforts in guiding them to overcome any difficulties in front of them and listen to their opinions and informing them with their rights.

All required information is available in:

- [Bulletin of Services offered to Special Need Students](#)
- [The official website of Deanship of Admission and Registration](#)
- [Deanship of Student Affairs](#)
- [Bulletin of Deanship of Student Affairs](#)
- [Methods to follow-up Gifted and Talented Students](#)
- [Creation and Business Leadership Platform](#)

## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Biology	Zoology	-	6	3	9
	Biology	Botany	-	6	3	9
	Biology	Micro-biology	-	6	3	9
Associate Professors	Biology	Zoology	-	6	4	10
	Biology	Botany	-	6	4	10



Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
	Biology	Micro-biology	-	6	4	10
Assistant Professors	Biology	Zoology	-	8	5	13
	Biology	Botany	-	8	5	13
	Biology	Micro-biology	-	8	5	13
Lecturers	Biology	Zoology	-	3	3	6
	Biology	Botany	-	3	3	6
	Biology	Micro-biology	-	3	3	6
Teaching Assistants	Biology	Zoology	-	2	2	4
	Biology	Botany	-	2	2	4
	Biology	Micro-biology	-	2	2	4
Technicians and Laboratory Assistants	-	-	-	1/lab	1/lab	1/lab
Administrative and Supportive Staff	-	-	-	2	2	4
Others (specify)	-	-	-	-	-	-

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The Zoology 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.

All required information is available in:

- [Deanship of University Development](#)
- [Management of Academic Support](#)
- [The official website of Administration of Public Relations and Media](#)
- [Administration of Faculty and Personnel Affairs](#)
- [New Faculty Teaching Staff Orientation Program](#)
- [New Faculty Members Orientation Program Report](#)

## **2.2 Professional Development for Teaching Staff**

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Taif University and Zoology program provide their teaching staff members with fair and appropriate opportunities for professional and personal development. The Deanship of University development conducts a needs analysis for the professional development of teaching staff members based on surveys. The needs analysis is used to design appropriate professional development programs. Support for scientific research of teaching staff members is available through Taif University-funded research projects, and by encouraging teaching staff members to participate in research groups. Teaching staff members of Zoology program are given opportunities for training and professional development. The program supports the teaching staff in training and development activities that foster their faculty career advancement as well as their short- and long-term goals. The availability of attractive training and development opportunities strengthens faculties retention.

All required information is available in:

- [The official website of Deanship of Scientific Research](#)
- [Deanship of University Development](#)
- [Professional Development and Career Support Unit](#)
- [Teaching Assistants and Lecturers Professional Advising Program-Procedural Handbook](#)

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

### **1. Learning Resources.**

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

The Zoology program 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 Taif 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 Department 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:

- [Deanship of Libraries](#)
- [Guidebook for Finding Books and References in the Central Library](#)
- [Deanship of Electronic Education and Information Technology](#)

## **2. Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

Physical plant facilities are currently adequate, and Taif University is currently building a new campus to account for its future needs. Facilities include buildings for cultural, sports, and extra-curricular activities. Buildings are conforming to Saudi code for persons with disabilities. The Central Library has recently undergone complete renovation and refurbishment in order to provide adequate facilities for students, researchers and staff members. The Central Library is now equipped with new computers, wireless connection, printing and scanning machines, and new furniture including comfortable chairs and tables. In addition, as part of the renovation, the Central Library has allocated private spaces for utilization of special need students.

All required information is available in:

- [Saudi Digital Library](#) (web-based resource)
- [Deanship of Electronic Education and Information Technology](#)
- [Administration of Laboratory and Educational Equipment](#)
- [Deanship of Libraries](#)

## **3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program )

The Zoology program as an integral part of Taif University is applying the very same rules of safety requirement of the university and the Ministry of Education. Safety and security on campus is provided through different channels including a contracted external company. The health and safety requirements are provided to enhance the quality of the facilities within the University campuses and meet health and safety related policies and regulations such as the Civil Defense regulations. In order to provide a healthy, safe, sustainable and supportive environment, the administration of Operation and Maintenance has contracted with a cleaning company responsible for the daily cleaning of offices, classrooms, laboratories, corridors, stairs, restrooms, and university courtyards. The company also takes care of waste disposal gardening and landscaping. Periodic maintenance is scheduled for electric power sources, electric connections, water sources, lighting, cameras, sewage, potential sources of infection, pollution and other processes. The University ensures that health and hygiene requirements are met by providing supervisors to monitor these operations on the ground and resolving any deficiencies with the contracting company. The University meets the environmental requirements in its facilities and requires all new buildings to meet the acceptable standards. The University buildings have enough surrounding space and green area around them.

All required information is available in:

- [Professional Safety and Health Department Handbook](#)
- [Administration of Security Handbook](#)
- [Guidebook of Laboratory Management](#)



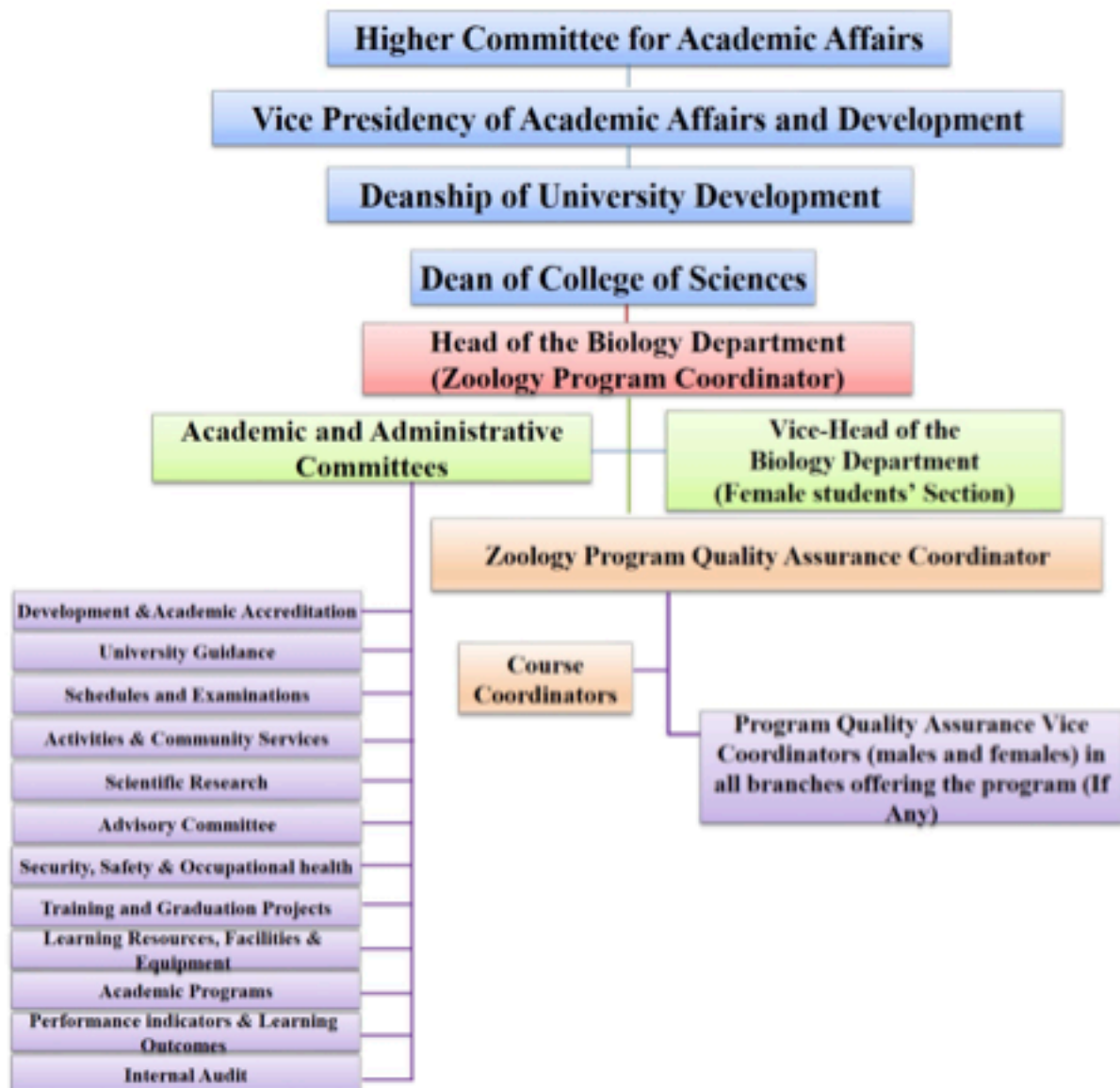
- [Medical Services center](#)
- [General Administration of University Security](#)
- [Administration of Operation and Maintenance](#)

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(including boards, councils, units, committees, etc.)



#### **Academic and administrative committees of the Biology Department:**

1. Development and academic accreditation committee
2. University guidance committee
3. Schedules and examinations committee
4. Activities and community services committee
5. Scientific research committee
6. Advisory committee

7. Security, safety and occupational health committee
8. Training and graduation projects committee
9. Learning resources, facilities and equipment committee
10. Performance indicators and learning outcomes committee
11. Internal audit committee

### 1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

The Zoology program has announced an advisory committee that includes members of different interests such as employers, staff members, alumni, scientific societies and students of the program of both genders. They share opinions and suggestions during periodic meetings and meetings of the department councils. Periodic surveys are conducted to investigate opinion of stakeholders regarding offered services and the satisfaction of the employers on the Zoology program graduates.

All required information is available in:

- [Formation of the Program's Advisory Committee](#)
- [Guidebook of Formation and Duties of Advisory Committees](#)
- [Customer Care Center Tawasul Guidebook](#)
- [Report on a questionnaire about the satisfaction of the employers on the Zoology program graduates](#)

### 2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

The program has general admission requirements which are:

- The applicant nationality must be a Saudi or a Saudi mother or citizen mother.
- Obtaining the general secondary school or its equivalent from inside or outside the Kingdom.
- Lack of previous admission to Taif University.
- The weighted or equivalent percentage shall not be less than 70% depending on the vacant seats.
- Enter the necessary tests for specialization as described in the special admission requirements.
- The University shall not accept any secondary certificate older than five years.

The program has specific admission requirements which are:

- Weighted Ratio: General Aptitude test 30%, Secondary education 40% and Achievement test 30%.
- The duration of obtaining a secondary school certificate shall not exceed 5 years.

The program has assigned a committee to supervise and monitor exams and their procedures, also there is a committee for random correction of exams. Regulations of student disciplines as well as student's rights and obligations are announced to students through various channels.

All required information is available in:

- [The official website of Deanship of Admission and Registration](#)
- [Manual of Admission and Registration procedures](#)



- [Rules and Regulations for Student Admission](#)
- [Taif University Student's Guide](#)
- [The official website of Committee for the Protection of Student's Rights](#)
- [Committee of exam standards](#)
- [Committee of random exam corrections](#)
- [Regulations of Student Disciplines](#)
- [Student's Rights and Obligations](#)

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

The Zoology 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 Taif University quality management bulletin and the Saudi regulations illustrated by NCAAA (National Commission for Academic Accreditation and Assessment). The Zoology 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 in:

- [Zoology Program Quality Management System](#)
- [The official website of Deanship of University Development](#)
- [Taif University Quality Management Bulletin](#)
- [Management Regulations of Faculties and Deanships](#)

### 2. Program Quality Monitoring Procedures

The Zoology program uses the NCAAA accreditation standards as a framework for quality assurance, quality monitoring and quality improvement. The Zoology program governance is conducted under authorities of Biology Department, College of Sciences, Taif University and follows the executive procedures of all Taif University councils, committees and executives which abide by fair and transparent admission criteria and rules for new students and transferees for both male and female students. The guidelines are controlled by the Vice Dean of Academic Affairs and Development and are supervised by regular follow ups from College of Sciences Council authorized by the Dean of college of Sciences. The current leadership holds the view that quality assurance, monitoring and improvement should be the responsibility of faculty staff members.

All required information is available in:

- [Zoology Program Quality Management System](#)
- [The official website of Deanship of University Development](#)
- [Taif University Quality Management Bulletin](#)
- [Management Regulations of Faculties and Deanships](#)

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

The unit of academic development in the College of Sciences is responsible for following-up and monitoring quality procedures conducted for general courses taught to all

students of the college. The Deanship of Supportive Studies in cooperation with the Deanship of University Development follow-up and monitor a higher level of quality procedures conducted for general courses taught to all students of the University.

All required information is available in:

- [The official website of Deanship of Supportive Studies](#)
- [The official website of Deanship of University Development](#)
- [Taif University Quality Management Bulletin](#)
- [Management Regulations of Faculties and Deanships](#)

**4. Arrangements Used to Ensure the Consistency between Main Campus and Branches**  
(including male and female sections)

Zoology program is offered in male and female students' campuses at main campus Hawiyah Taif, Turabah and Al-Khurmah branches. The program quality assurance coordinator has male and female quality assurance vice-coordinators in all other branches. Several procedures are conducted to ensure consistency between the main campus and branches including:

- Regular meetings are conducted between members of Zoology program in the main campus and branches.
- Effective communication between both sections, and full involvement in planning and decision-making processes.
- Standardization of learning resources and exams.
- An updated list of male and female course coordinators with a complete contact details is sent to the program branches at the beginning of each semester to ensure cooperation among course coordinators.
- The course specifications are standardized and coordinated between branches.
- All branches of the program have agreed on the same grading system.
- Development and academic accreditation committee is supervising the whole process.

All required information is available in:

- [Announcements for communication between branches](#)
- [Models of meeting minutes between staff members of the program branches](#)

**5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships** (if any).

Not applicable

**6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

The Zoology program has assigned 10 PLOs which has been discussed and approved by the Biology department council number 9 (dated 10-1-2019 / 4-5-1440H) for AY 1439-1440. The program PLOs were designed according to the latest NCAAA forms and learning domains also to be consistent with the Zoology 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).

All required information is available in:

- [Zoology program learning outcomes assessment plan](#)

## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program leadership	Staff members	Surveys and interviews	End of academic year
Effectiveness of teaching & assessment	Students and independent reviewers	Surveys and interviews	End of academic year
Learning resources	Students	Surveys	Beginning of semesters
Students' educational services	Staff members and students	Surveys	Beginning of semesters
Students' professional skills	Stakeholders, graduates and employers	Surveys and interviews	End of academic year

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

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

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

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

## 8. Program KPIs\*

The period to achieve the target ( 4 ) years.

No	KPIs Code	KPIs	Target	External Benchmark		Measurement Methods	Measurement Time
				KFU	PNU		
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	55.0%	75.0%	60.0%	Statistics	End of academic year
2	KPI-P-02	Students' evaluation of quality of learning experience in the program	3.70	3.80	4.0	Surveys	End of academic year
3	KPI-P-03	Students' evaluation of the quality of the courses	3.75	3.70	3.80	Surveys	End of each semester
4	KPI-P-04	Completion rate	60.0%	N/A	65.0%	Statistics	End of each semester
5	KPI-P-05	First-year students retention rate	85%	N/A	70.0%	Statistics	End of academic year



No	KPIs Code	KPIs	Target	External Benchmark		Measurement Methods	Measurement Time
				KFU	PNU		
6	KPI-P-06	Students' performance in the professional and/or national examinations	40.0%	N/A	54.34%	Statistics	End of academic year
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	17.0%	13.8%	13.0%	Statistics	6 months after graduation
8	KPI-P-08	Average number of students in the class	20	35	55	Statistics	End of each semester
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency	4.10	2.50	3.0	Surveys	6 months after graduation
10	KPI-P-10	Students' satisfaction with the offered services	3.85	3.80	3.80	Surveys	End of each semester
11	KPI-P-11	Ratio of students to teaching staff	7:1	26:1	28:1	Statistics	End of each semester
12	KPI-P-12	Percentage of teaching staff distribution: a- According to gender:  b- According to academic ranking:	Gender: Male 55% Female 45%  Professor: 17% Associate professor: 26% Assistant professor: 40% Lecturer: 17%	Gender: Male 55.3% Female 44.7%  Professor: 19.1% Associate professor: 25.5% Assistant professor: 55.3% Lecturer: 0.1%	Gender: N/A  Professor: 5.71% Associate professor: 10.47% Assistant professor: 40.99% Lecturer: 42.84%	Statistics	End of academic year
13	KPI-P-13	Proportion of teaching staff leaving the program	1.0%	6.0%	0.0%	Statistics	End of academic year
14	KPI-P-14	Percentage of publications of faculty members	72.0%	66.7%	35.0%	Statistics	End of academic year
15	KPI-P-15	Rate of published research per faculty member	2:1	1.6:1	3.0:1	Statistics	End of academic year
16	KPI-P-16	Citations rate in refereed journals per faculty member	40:1	29.4:1	4.0:1	Statistics	End of academic year

No	KPIs Code	KPIs	Target	External Benchmark		Measurement Methods	Measurement Time
				KFU	PNU		
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	3.70	3.70	4.0	Surveys	End of academic year
18	TU-GB-01	Percentage of program students participating in community service activities	5.4%	N/A	N/A	Statistics	End of academic year
19	TU-GB-02	Percentage of faculty members of the program participating in community service activities	20%	N/A	N/A	Statistics	End of academic year

\* including KPIs required by NCAAA

### I. Specification Approval Data

<b>Council / Committee</b>	<b>Biology Department</b>
<b>Reference No.</b>	<b>Committee number - Academic Year 1442-1443H</b>
<b>Date</b>	<b>22\5\2022G – 21\10\1443H</b>

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