

King Saud University  
College of Architecture and Planning  
Department of Architecture and Building Sciences



# Manual of Policies and Procedures for Approving, Modifying, And Reviewing Academic Programs and Courses

## Master of Architecture

2018

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# 1. Introduction

Quality management and continuous improvements have been embraced at King Saud University by both management and faculty at all levels. The university has created a designated Vice Dean in each college for quality and development that has direct oversight of all quality, national and international accreditation and development planning.

The Program Head is the key person responsible in the cyclical process and is his assurance that the quality of the administration is perpetuated.

In general, the next points are concluded:

- All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.
- Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.
- Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.
- Improvements in quality are appropriately acknowledged and outstanding achievements recognized.
- Evaluation and planning for quality improvement are integrated into normal administrative processes.

The full functionality is operated by two main quality committees which are the College Quality Accreditation Committee and Program Quality Accreditation Committees (QAC) for each program. In Department of Architecture and Building Science (DABS) in addition to QAC, the M.Sc. Committee of Architecture and Building Sciences (MCABS) are mainly responsible to assure program quality.

## 1.1 Quality and Accreditation Committee (QAC)

The QAC is directly related to program and course assessment and evaluation. Resources are available for regular formal assessment; among these are the Exit surveys, alumni surveys and employer' surveys. An important role of this committee is to ensure adequate assessment sources and that direct and indirect measures are available for assessment of objectives and outcomes. Some of the QAC responsibilities that are related to assessment are to:

- Review direct and indirect assessments for all courses;
- Check that corrective actions proposed by faculty members are adequate and follow their implementation;
- Analyze the exit, student, and training surveys;
- Aggregate the course direct and indirect assessment data, and produce the program outcomes assessment;
- Analyze the employer and alumni surveys;
- Suggest corrective actions related to the teaching environment and conditions, the Student Intended Learning Outcomes, and the program objectives.

## **1.2 M.Sc. Committee of Architecture and Building Sciences (MCABS)**

The objective of this committee is to maintain the quality of the programs offered by the DABS department. It aims to continuously improve programs and plan with respect to standard recommendations and best practices. The main tasks of the committee are to:

- Review requests from faculty for approval of course modifications;
- Review requests from faculty for approval of new courses;
- Review requests for approval of program modifications, including termination of existing programs or tracks;
- Review requests for approval of new programs, to ensure the programs are needed and that proper curriculum development techniques were employed;
- Recommend changes to course syllabus, course description, textbooks and programs;
- Review and approve all revised curricula to ensure that the changes are logical and will improve the program, and meet the market needs;
- Review and approve all new programs and revised curricula to ensure that the curricula comply with all standards.
- Analyze assessment results from QAC and recommend corrective actions;
- Develop, review periodically, and when necessary suggest modification of the procedures for approval and review of courses or programs.

## 2. Process for Review of the Program Goals

The process in which our PGs are periodically reviewed, is performed every four years, as demonstrated in Figure 1 below. It encompasses four operations namely:

- **Gathering Feedback:** Feedback gathering from different constituents and sources including Dept. Advisory Board, alumni, employers, faculty, and strategic plans. QAC in DABS Department, with the help of the Graduate and alumni committee are responsible for the task of gathering, analyzing and evaluating the feedbacks from the various constituents.
- **Proposing Changes:** The quality unit produces a report that summarizes the results of the different feedbacks and submits it along with the related material. In light of this report, the QAC proposes a revision of the PGs if necessary. Revision of the PGs may induce review of the curriculum and Student Intended Learning Outcomes.
- **Approving changes:** The new formulated PGs are then presented to MCABS and them to the Department Council for discussion and approval.
- **Adopting PGs:** PGs are posted on the DABS Department website, and published in the Department publications.

Alignment of PGs with the needs of constituencies discuss during the annual meeting of Dept. Advisory Board.

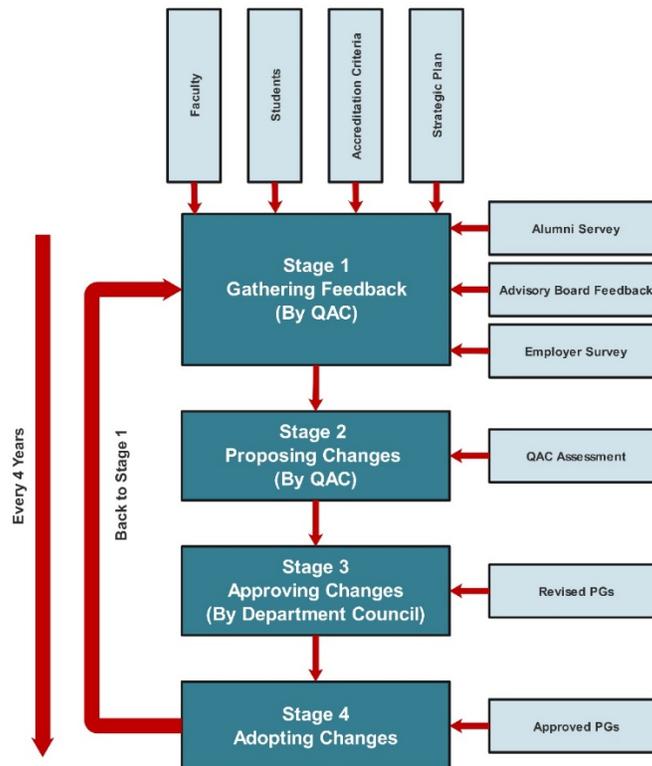


Figure 1: Process for reviewing PGs

### 3. Process of the establishment and Revision of Student Intended Learning Outcomes

An initial draft of Student Intended Learning Outcomes discussed through a series of internal workshops and faculty meetings, with the spirit to be supportive of the PGs and the needs of the students and different constituencies. The student Intended Learning outcomes discuss during the annual Dept. Advisory Board meetings. The process for Student Intended Learning Outcomes’ revision is similar to the one adopted for PGs as shown and illustrated on Figure 2. However, this process is executed every four years.

In every cycle the (PILOs) are revised and slightly changed to meet the recommendations from different sources including the Dept. Advisory Board, faculty, students, Accreditation Criteria and PGs.

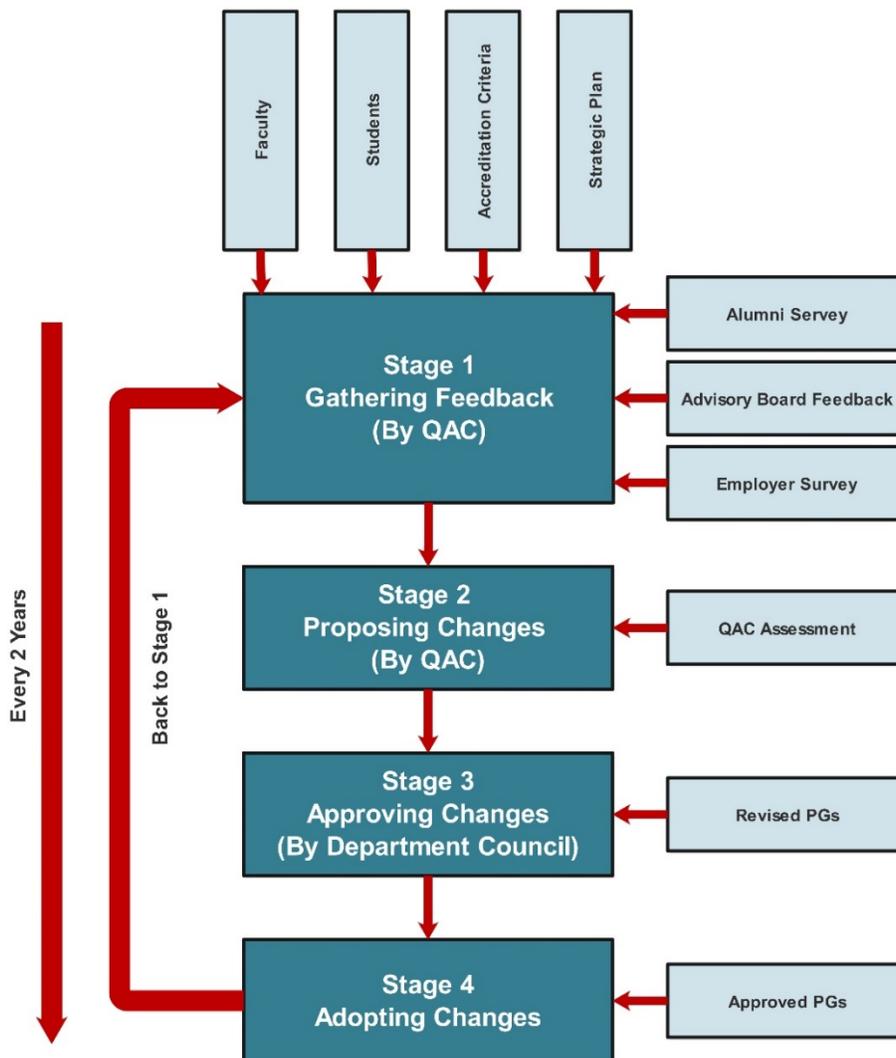


Figure 2: Process of (PILOs) evaluation and revision

The process in which our Master Student Intended Learning Outcomes are periodically revised, is performed every four years, is demonstrated in Figure 2. It encompasses four operations namely:

- **Gathering Feedback:** Feedback gathering from different constituents and sources including the Dept. Advisory Board, faculty, students, Accreditation Criteria and PGs. The Quality and Accreditation Committee (QAC) in the DABS Dept. are responsible for the task of gathering, analyzing and evaluating the feedbacks from the various constituents.
- **Proposing Changes:** The quality unit produces a report that summarizes the results of the different feedbacks and submits it along with the related material. In light of this report, the QAC proposes a revision of the (PILOs) if necessary. Revision of the (PILOs) may induce review of the curriculum.
- **Approving changes:** The new formulated (PILOs) are then presented to MCABS and them to the department council for discussion and approval.
- **Adopting (PILOs):** The (PILOs) are published in related documentation.

## 4. Process of approving, modifying, and reviewing academic programs and courses

The general flow of procedures for approving, modifying, and reviewing academic programs and courses is shown in Figure 3.

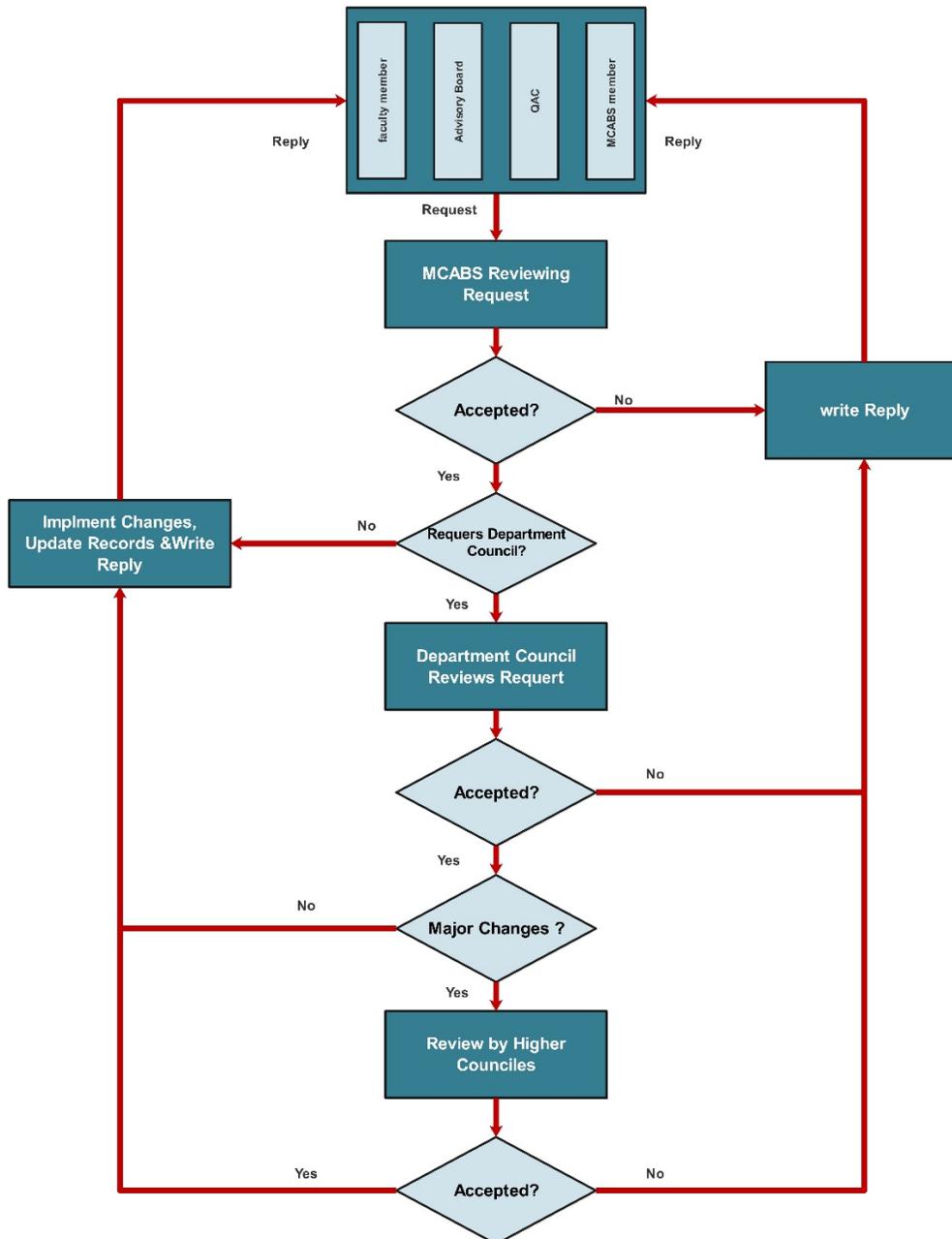


Figure 3: The general flow of change process

## **4.1 MINOR CHANGES**

In this section the steps required for approving a minor modification to academic programs and courses. The steps are as follows (see figure 2):

1. The faculty member, (QAC), Advisory Board or (MCABS) member submits proposed revised course with minor changes to the M.Sc. Committee of Architecture and Building Sciences (MCABS)
2. (MCABS) convenes meeting to evaluate the submissions, the proposer may be asked to present their submission. Moreover, (MCABS) may provide feedback for the proposer to revise their submissions.
3. (MCABS) evaluates final submission to make decision and all approved proposals are forwarded to the Department Council for further action.
4. The Department Council reviews the proposal.
5. Upon the approval of the Department Council, (MCABS) informs the proposer of approved changes for implementation in next semester.
6. (MCABS) Updates relevant documentation.

## **4.2 Major Changes**

The procedure for major change requested by a faculty member is as follows (see figure 3):

1. The (MCABS) convenes meeting to evaluate the request, faculty members may be asked to present their submission. The (MCABS) may provide feedback for faculty members to revise their submissions.
2. The (MCABS) evaluates final submission to make a decision and approved requests are forwarded to the Department Council for further action. If a request is rejected, a notice is sent to the request initiator, with details and explanation for rejection.
3. The Department Council reviews the request if approved; the proposal is then forwarded to the College Council.
4. The College Council, headed by the dean, reviews the course proposal and may choose to pass this new course request to the different academic departments in the college to be studied by the different curriculum committees.
5. Once replies are received, and if the course is approved by the College Council. The proposal is forwarded to Advisory Committee for Applied Science Colleges, Standing Committee of the plans, then the University Council.
6. Upon approval, an official letter for the request is sent to the Deanship of Admissions and Registration. Then, the changes are permanent and take affect the next academic year.

### **4.3 Documentation Update**

It is important that when any change on the curriculum is approved that all relevant documents be updated accordingly. These documents include:

1. The (DABS) Program Plan
2. The (DABS) Department Website
3. The Advising Guide

It also important to notify relevant parties:

1. The Quality and Accreditation Committee (QAC)
2. The course coordinator
3. The faculty