اعتماد
NCAAA

T3

2020

Program Specification

Program Name: Technical Support Program	
Qualification Level : Intermediate Diploma	
Department: Information and Communication Technology	
College: Applied College	
Institution: Najran university	

Content

A. Program Identification and General Information

1. Program Main Location:	
Najran University	
2. Branches Offering the Program:	
No branches	
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)	

1. In response to the requirements of the Kingdom's Vision 2030 in developing and modernizing educational programs to serve the vision in aligning the outputs of applied colleges with the needs of the labor market.
2. The labor market needs graduates with high skills in technical support
3. All business sectors require technical support technicians who require highly trained graduates in the maintenance and operation of equipment and networking.
4. Contribute to raising job Saudization rates, by preparing professional cadres to meet the needs of the labor market in the field of business technology and communications, and linking the program in partnerships with the private sector

4. Total Credit Hours for Completing the Program: **(74)**

5. Professional Occupations/Jobs:

1- Telecom technology service worker
2- Data and communication line installer
3- Electronic maintenance of computers
4- Electronic maintenance of public communication equipment

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
Associate Technical Support Diploma	39	
Intermediate Technical Support Diploma	75	

7. Intermediate Exit Points/Awarded Degree (if any):

Intermediate exit points/awarded degree	Credit hours
1- Associate Diploma Certificate	39
2- IC3 Professional Certificate	26
3- CompTIA A+ Certificate	66
4- Intermediate Diploma Certificate	75

B. Mission, Goals, and Learning Outcomes

1. Program Mission:	
Preparing cadres in the field of technical support to bridge the gap in intermediate jobs by providing students with skills that enable him to provide technical support to the user, and solve problems related to applications and systems.	

2. Program Goals:

The information systems program aims to provide the student with

1- Computer collection.
2- Upgrade the computer.
3- It maintains the computer.
4- Provides support for technical problems in the computer.
5- Provides technical support in work related to computer networks and their protection.
6- Provides basic support for applications and operating systems.
7- Provides basic support for network operating systems.
8- Manages technical support centers
9- Communicates functionally with specialists in the field of specialization.
10- Maintains simple communications equipment.
11- Design digital circuits for a specific application.

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

Institution Mission: Preparing qualified technical and professional cadres that meet the needs of the labor market and community service through specialized programs in accordance with Islamic values.

Program mission: Preparing cadres in the field of technical support to bridge the gap in intermediate jobs by providing students with skills that enable him to provide technical support to the user, and solve problems related to applications and systems.

There is a close Relationship between the mission and objectives of the program with the mission and objectives of the Institution, and this is evident through:

Optimal use of modern technologies through theoretical and practical courses included in the technical support program.

Preparing qualified cadres in the field of technical support at a distinguished level to meet the needs of society and the labor market on the one hand, and participate in research and community development on the other.

4. Graduate Attributes:

1- skill of solving applications and systems problems
2- skill of repairing, configuring, assembling, maintaining and upgrading the computer
3- skill of providing technical support to the user
4- skill of providing technical support for networks
5- skill of installing data and communication lines
6- skill of teamwork and effective communication with others

5.Program learning Outcomes*

Knowledge and Understanding

K1	Know the components of a computer
K2	Know the types of electronic circuits and their components
K3	Understand the difference between types of networks and their uses
K4	Understand the concepts and types of operating systems

Skills	
S1	Operating computers and communications equipment
S2	Protects your computer and networks
S3	Provides support for technical problems in computer and networking
S4	Supports operating systems
S5	Manages technical support centers
S6	Designs digital circuits for a specific application
Values	
V1	The student is committed to the values adopted by the university as guidelines for behavior and performance in terms of ethical values in the work environment
V2	The student respects diverse work environments and takes responsibility for decision-making
V3	The student is able to work in a team spirit and leadership

* 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	0	0	0
	Elective	0	0	0
College Requirements	Required	8	16	21.6%
	Elective			
Program Requirements	Required	16	47	63.5%
	Elective			
Capstone Course/Project		1	3	4.1%
Field Experience/ Internship		2	8	10.8%
Total		**27**	**74**	**100%**

* 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	156 CIS-2	Computer Skills 1	Required		2	College
	197ENG-2	Grammar1	Required		2	College
	192ENG-2	Reading and writing1	Required		2	College
	193ENG-2	Listening & Speaking1	Required		2	College
	159MAN-2	Modern communication skills	Required		2	College
	180 CIS-2	Computer Mathematics	Required		2	Program
	Total				12Hrs	
Level 2	157CIS-2	Computer Skills 2	Required	156 CIS-2	2	Program
	198ENG-2	Listening & Speaking2	Required		2	College
	195ENG-2	Reading and writing2	Required		2	College
	196ENG-2	Grammar2	Required		2	College
	181CIS-3	Programming Basics	Required		3	Program
	167CIS-3	Operating systems	Required		3	Program
	Total				14Hrs	
Level 3	154 CIS-3	Technical Support Skills	Required		3	Program
	165 CIS-3	computer networks	Required		3	Program
	155 CIS-3	Computer assembly and operation	Required		3	Program
	190CIS-2	information security principles	Required		2	Program
	182CIS-2	Training Field 1	Required	All of the above	2	Program
	Total				13Hrs	
Level 4	256CIS-2	Smart device operating systems	Required	167CIS-3	2	Program
	269CIS-3	Database basics	Required		3	Program
	252CIS-4	digital circuits	Required	180 CIS-2	4	Program
	254CIS-3	computer maintenance	Required		3	Program
	Total				12Hrs	
Level 5	255CIS-3	Qualification for professional certifications	Required		3	Program
	253CIS-4	Network Support	Required	165 CIS-3	4	Program
	257CIS-3	Selected Topics	Required		3	Program
	258CIS-4	communication systems	Required	252 CIS-3	4	Program
	Total				14Hrs	
Level 6	281CIS-3	Applied Project	Required	All of the above	3	Program
	283CIS-6	Training Field-2	Required	All of the above	6	Program
	Total				10Hrs	

* 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

4. Program learning Outcomes Mapping Matrix

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

Course code & No.	Knowledge and understanding				Skills						Values	
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2
156 CIS-2	I		I	I	I							
180 CIS-2	I	I								I		
157CIS-2	I				M						I	
181CIS-3	I				M						I	
167CIS-3				M				I			I	
154 CIS-3		I		I			M		I		I	
165 CIS-3			M			P		I			I	
155 CIS-3	P	I		P	M		P				I	
190CIS-2	P			M		M					P	P
182CIS-2	I	I		P		M				M	M	
256CIS-2	P			P			M	P			P	
269CIS-3						P	M					
252CIS-4	P	M					P			M	P	
254CIS-3	P	P		P			P	P				
255CIS-3	P	P				P			P		P	
253CIS-4			P					P			I	
257CIS-3				P	P		M					
258CIS-4		M					M			P	M	M
281CIS-3	P	P			M	M					M	I
283CIS-6	M	M	I	P	P	P	I	I				

* Add a table for each track (if any)

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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.

1. Lectures
2. Small and large group discussions
3. Brainstorming
4. Working in small group
5. Application in laboratories
6. Small projects

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.

1- Monthly Exams
2- periodic exercises
3- practical exams
4- Application project report evaluation
5- Discussion of the applied project

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6- Evaluation of the trainee's report
7- Trainee's discussion
8- Final Exams

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D. Student Admission and Support:

1. Student Admission Requirements

1. He must have a high school certificate or its equivalent from within the Kingdom or from outside.
2. Should not have passed the high school or equivalent for more than five years (for regularity).
3. Passing the National Center for Measurement and Evaluation
4. Successfully pass any test or personal interview determined by the University.
5. Be medically fit.
6. The applicant should not exceed 30 years of age.
7. To obtain the approval of his / her reference to the study if he works in any governmental or private entity.
8. Has not obtained a bachelor's degree from another university.
9. He shall meet any other conditions determined by the University Council and announce the time of submission.
10. Not be separated from another university for disciplinary or educational

2. Guidance and Orientation Programs for New Students

At the beginning of the student's enrollment in the program, the Technical Support Program Department at the beginning of the semester will hold a meeting with the new students.
The program structure, the study plan and the program guide will be presented to the new students.
- Students are introduced to the system of academic guidance and the distribution of students to academic counselors who help students in academic and academic affairs and work to clarify the things needed by students and guide them in the process of registration of courses and solve the problems they face

3. Student Counseling Services
(academic, career, psychological and social)

Program of Academic Guidance for each semester
week	Tasks and activities.
1, 2	Hold a meeting with the students of the department to welcome them and acquaintances and clarify the tasks of the academic guide
3	- Meeting with the Dean, the Undersecretaries and the Head of Computer Department with the new students. - Courses Delete and add action
4	- Holding a meeting with the members of the faculty in the department to coordinate with them in the performance of tasks and the formation of the educational bag. - To develop a list of the names of students and their cases in terms of being incompetent or outstanding or creative and inform the members of the faculty. - First Class Report (Guides)
5	- Limiting the creative activities of students and their tendency to start joining the various activities in college. - Restricting the number of students who did not exceed 75% of the lectures and contact them or their families to inform them of their embarrassment and to determine the reasons for this and whether it is possible to provide assistance.
8	Psychological preparation and problem solving for the first quarterly test.
10	Restrict students who did not exceed 50% of the lectures and contact them or their families to inform them of their embarrassment and to find out the reasons for this and whether it is possible to provide assistance.
11	A meeting with all members of the faculty to determine the conditions of students who failed (after the first and second semesters test) and what was directed towards them and the extent of the impact of the program followed with them in the adjustment of their results of study as well as outstanding students and their motivation, Special care.
13	Restrict students who did not exceed 25% of the lectures and contact them or their families to inform them of their embarrassment and to determine the reasons for this and whether it is possible to provide assistance
13	- Instructing the students of the department how to deal with the anxiety tests and ways to overcome it. - Second report on the semester (mentors).
14	Survey the students of the department to learn about their impressions of the activities of academic guidance section.
15	Report of the academic advisor on the activity of academic guidance department during the semester and submitted to the head of the department.

4. Special Support
(low achievers, disabled, gifted and talented)

The plan of caring for outstanding and talented students in the Applied college
1) A list of outstanding and talented students in the program at the end of the academic year prepare
 2) Honoring outstanding and gifted students during the introductory meeting at the beginning of the academic year and inviting their parents
3) Distribute certificates of excellence to students who are outstanding and talented
4) Publishing the names of outstanding and talented students in the program on the website of the College
5) Put the names of the outstanding in the plaque of honor for the program and are displayed throughout the year
(6) Conducting monthly social evenings where the Dean of college and faculty members meet

E. Teaching and Administrative Staff

1. **Needed Teaching and Administrative Staff**

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
1- An explanation for the new faculty members of the programs and regulations governing the educational process. 2- Introducing the new faculty members to the tired teaching strategies to achieve the educational outcomes of the courses and the program. 3- Introducing new faculty members to the exhaustive evaluation methods in the program 4- Introducing the components of the course file 5- Introducing the quality requirements in the program. Nominating new members for the courses offered by the Deanship of Development and Quality
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.)
The Agency for Applied Programs annually asks each faculty member to determine their needs for up-to-date books. 2 -The list of books specified by the faculty members is sent to the official authorities in the university to be made available in the university library. 3 The Agency for Applied Programs urges faculty members to deal with the possibilities provided by the university library to benefit from them in teaching and research. 4- Urging the faculty members of the program to participate in research projects submitted by the university

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.)
- he mechanism is attached to the file
2. Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).
- Providing computer labs equipped with the required software to teach practical courses, capacity commensurate with the number of students

Providing classrooms equipped with modern educational aids (display screens) with a capacity commensurate with the number of students

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

- A precautionary committee responsible for following up on health procedures
- Providing security and safety equipment
   − There are emergency exits

G. Program Management and Regulations

1. Program Management
1.1 Program Structure
(including boards, councils, units, committees, etc.)
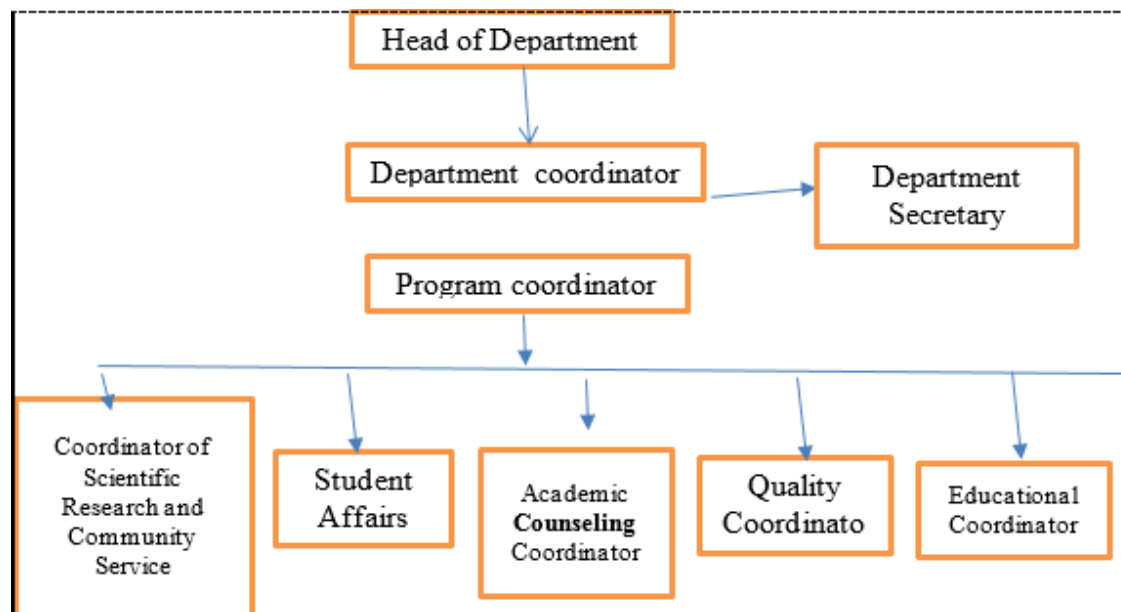
1.2 Stakeholders Involvement
Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

The participation of the beneficiaries in the planning and development of the programs shall be as follows:
First: the faculty members

Participate in program planning and development through workshops, discussion sessions and brainstorming.

Second: the students

Students engage by exploring their views on mission, goals, learning outcomes, teaching methods, and assessment methods in each semester and at each development and improvement stage.

Third: - Employers

Participate in planning, evaluating and developing the program through advisory committees that include members of employers (from employers).

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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.)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

https://ddq.nu.edu.sa/iso/page-366.htmlدليل نظام ضمان الجودة

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2. Program Quality Monitoring Procedures

Quality assurance requirements for the educational process elements	components of the educational process
-Induction program to prepare for new students in the program - Focus on class activities and - and non-classroom - Implementation of an approved academic advising system - Suggestion system f Implementation of - Provides program guides	the students
- -Reviewing course reports and writing reports on them periodically - Preparing a file for each course that includes complete data about the course - Determines a list of approved books as a source for each course in the program and makes them available to students. - Define program advisory committees to follow up on the program and its quality - Applying the standardized exam for the course that is taught by more than one faculty member in the program - -Continuously updating the courses to keep pace with recent developments and then approving them by the department council	Program - Courses

- -Considering the textbook as the minimum for a scientific subject, in addition to studies determined by the course coordinator	
- -Apply a variety of teaching strategies and activities that fit the nature of the courses in the program	
- Apply various methods of assessment, including: -Achievement test (midterm - practical - final) to to evaluate learning outcomes related to Knowledge and skills - Direct and indirect observation to evaluate learning outcomes related to values. - Questionnaires for assessing students' satisfaction with (the course - teaching strategies - assessment methods - teaching members.(- Course and program reports. - -Reference audit reports - Evaluation of the test paper	
- The university provides a central and digital library that includes books that meet the needs of the program beneficiaries - The university provides an internet service for faculty members and students	Library and learning resources
- The program provides an induction for new faculty members in the program - Where it focuses on professional development through (training programs for faculty members - facilitating attendance at conferences - scientific meetings(- Focusing on developing the capabilities of faculty members in using technology in teaching and learning - -A periodic evaluation of the performance of the faculty members in the program includes: - -Student evaluation - -self evaluation - Academic excellence assessment. - A document is available that includes the tasks, roles and responsibilities of the faculty members - Fair policies and procedures are applied to faculty members.	to faculty members
Decisions delegating responsibilities formally defined in documents signed by the authorized person. The program coordinator writes requirements for the program each year.	rules and regulations of Operating
Complete lists of equipment used in the program. Including the custody of each member for the purposes of teaching and scientific research Periodic follow-up to evaluate the equipment and provide the necessary maintenance	Facilities And support available

- - Follow-up the results of evaluating students' performance and comparing them with specific standards of performance, writing reports and developing plans for improvement	
- Results of measuring learning outcomes for courses and programs	
- Writing reports for key performance indicators that define the current status of performance indicators..	
- Implementation of training programs for graduate students aimed at developing their professional abilities and skills, each in his field of specialization. - -	
- Follow-up the results of evaluating students' performance and comparing them with specific standards of performance, writing reports and developing plans for improvement	.
- A questionnaire for students of the last level in the program and the level of experience of the student	graduates
- A questionnaire for graduates about the professional competencies they acquired in the program and their relationship to jobs in the labor market	
- A questionnaire for the employers in which the graduates of the program work to identify the strengths and weaknesses of these graduates	

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

- Reviewing course reports, preparing periodic reports, and using the results of the reports in preparing the program report
Preparing a file for each course that includes complete data about the course
- Specify a list of approved books as a source
- Updating and reviewing courses, then approving them by the department council
Considering the textbook as the minimum for a scientific subject

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

do not apply

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

do not apply

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

The learning outcomes of the courses and the program are measured after each semester. There is a relationship between the learning outcomes of the program

with the learning outcomes of the courses as in the matrix included in the program description.

Program learning outcomes and course learning outcomes are measured through an electronic program designed using Microsoft Excel. The program was programmed based on the number of program learning outputs, the relative weights of each scheduled output in relation to the program output.

The data to be entered are:

1. Course information
2. Students' names
3. Write the number of course learning outcomes

After that, the appropriate assessment is selected and students' grades are entered for the specified outcome

After saving, the program measures the percentage of outputs achieved

The program provides a diagram for each area of learning outcomes that includes the target and actual level of performance.

strength point:

There is one system in the program to measure learning outcomes

Weak points

After the notes in the system, you need to modify, for example, the possibility of adding more than 100 students to the system

improvement points

Develop and update the system in line with the system users' feedback

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program leaders	Program Faculties	questionnaires	End of year
Teaching and assessment effectiveness	the students	questionnaires	during the semester
learning resources	Students - faculty members	questionnaires	during the semester
Services	Students - faculty members	questionnaires	End of 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 (.........) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P01	**Percentage of performance indicators of the operational plan**	**100%**	The percentage of performance indicators of	**End of the year**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year		the operational plan goals that achieved the target level to the total number of indicators targeted for these goals in the same year	
2	KPI-P02	Students' Evaluation of quality of learning experience in the program	90%	Average overall rating of final year students for the quality of learning experiences in the program, on a five-level scale in questionnaires	End of each semester
3	KPI-P03	Students' evaluation of the quality of the courses		Average student overall rating for course quality, on a five-level scale in questionnaires	End of each semester
4	KPI-P04	Completion rate	95%	Percentage of undergraduate students who have completed in the minimum set period of the program in each batch	End of the year
5	KPI-P05	First-year students retention rate	99%	Percentage of first-year students who continue in the following year to the total number of first-year students in the same year	End of the year
6	KPI-P06	Students' performance in the professional and/or national examinations	100%	Percentage of students or graduates who pass professional and/or national examinations, their average if any-and median score	End of the year
7	KPI-P7	Graduates' employability and enrolment in postgraduate programs	95%	Percentage of program graduates who: - enrolled in a -Employees postgraduate program during the first year of their graduation to the total number of graduates in the same year	End of the year
8	KPI-P08	Average number of students in the class	25	Average number of students per class (per meeting/teaching activity: small group lecture, panel discussions, lab or clinical (lessons	Beginning of the semester
9	KPI-P09	Employers' evaluation of the program graduates proficiency	95%	The average overall rating of employers for the efficiency of program graduates on a	End of year

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No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				five-level scale in questionnaires	
10	KPI-P10	**Students' satisfaction with the offered services**	**95%**	Average rating of students' satisfaction with the various services provided by the program (restaurants, transportation, sports facilities, academic advising) on a five-level scale in questionnaires	**End of each semester**
11	KPI-P011	**Ratio of students to teaching staff**	**1:25**	The Percentage of the total number of students to the total number of full-time faculty or its equivalent in the program	**Beginning of the year**
12	KPI-P012	**Percentage of teaching staff distribution**	**1:1**	Percentage distribution of faculty members in terms of:A-gender b-branches c scientific rank	**Beginning of the year**
13	KPI-P013	**Proportion of teaching staff leaving the program**	**0%**	Percentage of faculty who leave the program annually for reasons other than reaching the legal age to the total number of faculty members	**End of year**
14	KPI-P014	**Percentage of publications of faculty members**	**50%**	Percentage of faculty members who published at least one research during the year to the total number of faculty members in the program	**End of year**
15	KPI-P015	**Rate of published research per faculty member**	**90%**	Average number of refereed and/or published research for each faculty member during the year (the total number of refereed and/or published research to the total number of full-time faculty members or its equivalent during the year(	**End of year**
16	KPI-P016	**Citations rate in refereed journals per faculty member**	**90%**	Average number of citations in refereed journals from research published for each faculty member in the program (total number of citations in refereed journals from practical research	**End of year**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				published for full-time faculty members or its equivalent to the total number of published (research	
17	KPI-P017	**Satisfaction of beneficiaries with the learning resources**	**90%**	Average rating of beneficiaries' satisfaction with the adequacy and diversity of learning resources (references, periodicals, databases, etc.) on a five-level scale in questionnaires	**End of year**

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	
Reference No.	
Date	