

<b>Program Name: MSc Futures Studies</b>
<b>Qualification Level: Master of Science</b>
<b>Department: Futures Studies</b>
<b>College: College of Sciences and Human Studies</b>
<b>Institution: Prince Mohammad Bin Fahd University</b>

## Content

A. Program Identification and General Information .....	3
B. Mission, Goals, and Learning Outcomes .....	5
C. Curriculum.....	8
D. Thesis and Its Requirements (if any) .....	10
E. Student Admission and Support: .....	12
F. Teaching and Administrative Staff .....	13
G. Learning Resources, Facilities, and Equipment .....	14
H. Program Management and Regulations .....	15
I. Program Quality Assurance .....	19
J. Specification Approval Authority .....	23

## A. Program Identification and General Information

### 1. Program Main Location:

PMU Main Campus

### 2. Branches Offering the Program:

College of Sciences and Human Studies

### 3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The growing importance of Futures Studies as a field and a practice has grown substantially over the past few decades both in terms of its reach and expansiveness of the approaches, tools, techniques, and their application across all disciplines.

It is now commonplace for both institutions and corporations to have a futures department separate from strategic planning as the understanding of the major differences between the two requires very different skills and will vary in their application. It is imperative that students integrate futures thinking and skills into their studies and professional development. This program will equip students with the foundational knowledge, concepts and applications of foresight to a broad range of professional contexts. Taking a multidisciplinary approach, which will focus on both theoretical and practical aspects of futures literacy and future-focused enquiry, futures studies is critical to addressing contemporary global issues.

The program is directed at providing an opportunity for students to acquire a systemic and critical understanding of a substantial and complex body of knowledge. It aims to enhance learners' foresight, systems and design thinking capacities as capabilities that move beyond knowledge retention toward anticipating and conceptualizing provident responses to contemporary issues, current and emerging. Futures studies combines theory and applied learning, focusing on bodies of knowledge that are aligned with multi-disciplinary professional practice environments. The programme thus aims to enable learners to produce a defensible and compelling 'futures assessment' on a topic relevant to their chosen field of study or personal interest. With a multi-disciplinary practice-based approach and structured learning as defining characteristics of the program, graduates will have the knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability, and responsiveness to contemporary issues.

As a leader in social sciences and research, PMU has the opportunity to implement the first Master's program in Futures Studies in the Kingdom of Saudi Arabia, grounding research, teaching and practice to the context in a unique manner, equipping students with the necessary knowledge, skills and values for impactful leadership. The program will also complement the intention to establish the PMU-UNESCO Prize in Best Scientific Advancement of Futures Studies, strengthening cooperation with UNESCO and contributions to the Global Futures Literacy Network.

### 4. System of Study

Coursework & Thesis

Coursework

<b>5. Mode of Study</b>		
<input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Distance Education <input type="checkbox"/> Others		
<b>6. Educational and Research Partnerships</b> (if any)		
- Partnership Arrangement: UNESCO, UNESCO Chairs in Futures Studies, Global Futures Literacy and Foresight Network - Type of Partnership: Advisory, Exchange and Joint Programmes, Joint Teaching - Duration of Partnership: open, as needed		
<b>7. Total Credit Hours for Completing the Program:</b>		
30		
<b>8. Professional Occupations/Jobs:</b>		
<p><b>Private Sector</b></p> <ul style="list-style-type: none"> <li>• Strategy roles</li> <li>• Change management</li> <li>• Management consulting</li> <li>• Risk management</li> <li>• Futurist within a private institution</li> </ul> <p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Foresight consultancy</li> <li>• Independent futures practitioner / consulting for public and/or private</li> </ul> <p><b>Academia</b></p> <ul style="list-style-type: none"> <li>• Researcher</li> <li>• Professor / Teaching</li> </ul> <p><b>Public Sector</b></p> <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Economic modelling</li> <li>• International Organisations</li> <li>• Other social sciences disciplines</li> </ul>		
<b>9. Major Tracks/Pathways</b> (if any): N/A		
<b>Major Track/Pathway</b>	<b>Credit Hours</b> (For each track)	<b>Professional Occupations/Jobs</b> (For each track)
<b>10. Intermediate Exit Points/Awarded Degree</b> (if any): N/A		
<b>Intermediate Exit Points/Awarded Degree</b>	<b>Credit Hours</b>	
1.		
2.		
3.		

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

Master of Science in Futures Studies is an interdisciplinary program complimentary to all disciplines, using the rationale that futures thinking capabilities and tools are applicable to a wide range of disciplines and career paths. This program will build the capacity of futures thinking as an ‘in-demand’ cognitive capability in all professional contexts. It will equip students with a broad understanding of human anticipatory systems “anticipatory systems, futures concepts and applications that can be applied in academic, public and private sector contexts and functions”. that can be applied to academia and research as well as private and public sector functions. The program will enrich student ability to understand and deal with high levels of complexity and global challenges. It will explore innovative methodologies and technologies required for implementing studies of the future.

### 2. Program Goals:

The program aims to support the pursuit of higher studies.

- To develop graduates who master an extensive analysis of the development of culture, society and economy as well as the consideration of interaction between different phenomena.
- To provide graduates with an overview of the tools and history of efforts to think about and create imaginary futures both for the purpose of practicing the profession of futures studies as well as across a range of fields and industries.
- To enable the graduate to play a pioneering and leading role in the community, allowing them to take responsibilities and contribute to the advancement, wellbeing and functioning of society in terms of knowledge and real-world contexts, identify credible sources of information, accept ambiguity and nurture leadership skills in preparation for leadership roles. This will be achieved through innovative thinking, strong communication skills, collective work, reflection, and self-development.
- To teach graduates how to conduct themselves ethically and with integrity, upholding social responsibility, and promoting sustainability. To engage graduates in self-development and continuous learning in an ever-changing professional environment.

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

The program offers a sustainable agenda of original, high impact studies relevant to the Kingdom, the greater GCC region and the international community. It will take a long-term perspective on the changing priorities of the region and global context and will thus prepare graduates for a wide range of professional careers by focusing on the skills and competencies required for a rapidly evolving world.

As the first Master's Programme in Futures Studies in the region, the program will contribute to the advancement of human intelligence and development of knowledge and understanding in the Sciences and Human Studies domain. The program will nurture cutting-edge research applying futures methods to complex global challenges, supporting the development of leadership in the community and beyond. The table below outlines the college missions and demonstrates that the programme educational objectives are in line.

<b>University Missions</b>	<b>PLO</b>
Dedication: A reflection of our unique work principles and our commitment to quality	<b>X</b>
Sustainability: Our ability to maintain institutional capabilities in educational, social, environmental, and financial performance.	<b>X</b>
Impact: to solve critical issues faced by national and international communities	<b>X</b>
Creativity: to be innovative by providing original ideas and knowledge	<b>X</b>
Inclusive Community: to show respect for ethics, cultural and religious diversity, and freedom of thought	<b>X</b>
Citizenry: maintaining strong commitments to local, national, and global communities	<b>X</b>
Futuristic Outlook: to participate in shaping the future: its techniques, its resources, societies and economics.	<b>X</b>
Compassion: to deal with others empathetically and transcend self-interest	<b>X</b>

#### **4. Graduate Attributes:**

**The Master's Program will introduce students to 9 key competencies:**

**Coordinating with others:** working with others to communicate and present high value future worlds that embrace the unknowable, unthinkable and unexpected and to make sense of, and to present analysis and potential solutions to issues of deep complexity.

**Service Orientation:** learning how to 'position' unthinkable future-focused concepts/scenarios at the highest level, conduct workshops in change management and strategic project management and implementation, and ensuring their relevance to the context in which they are being delivered. To work in a team with topics that often do not yet exist.

**Cognitive flexibility and reflexivity:** demonstrate an elevated level of skill in identifying, analysing, and synthesising complex information, concepts and theories when implementing solutions to real-world issues, while simultaneously demonstrating an awareness of the limitations of their projects and manage these limitations by generating and evaluating complex ideas and concepts at an abstract level.

**Emotional intelligence:** demonstrate a high level of skill in assessing and addressing ethical/confidential concerns in their applied projects, understanding how hopes and fears shape different images of the future across contexts.

**Problem solving, creativity and critical thinking:** Graduates will be equipped with futures thinking frameworks and tools that allow them to identify and analyse the attributes and implications of imagined futures. They will know how to apply their skills to a wide range of analytical and practical challenges in a wide variety of circumstances. They will be able to integrate scientific, intuitive and unstructured knowledge into efforts to make imagined futures relevant to the diversity of efforts to plan the future. They will be capable of designing and implementing decentralized, experimental, and experiential processes that engage creatively with the specific circumstances of client's seeking to solve problems and attempt to create desirable futures. They will have mastered a range of tools, from those that can be applied to opportunity-based problem solving based on linear and non-linear methods, including systems thinking. They will be able to connect divergent and convergent thinking and detect discontinuities and weak signals.

<p><b>Leadership, People Management:</b> Graduates will be skilled in bringing imagined futures into the different processes and projections that influence leadership - including decision making, organisational leadership, culture-setting, and aligning people in a particular direction. The identification of the sources of people’s imagined futures and the influence such imagining has on trust, communication, hope, and fear are crucial for leadership and teamwork.</p>	
<p><b>5.Program Learning Outcomes*</b></p>	
<p><b>Knowledge and Understanding</b></p>	
<p><b>K1</b></p>	<p>Understand important concepts of futures studies, including history, critical and integral theories</p>
<p><b>K2</b></p>	<p>Acknowledge concepts of change, complexity, global futures, trends, weak signals, disruptions, wildcards, etc</p>
<p><b>K3</b></p>	<p>Understanding that foresight can be applied in a range of disciplines, and demonstrate a well-rounded understanding of its advantages and limitations</p>
<p><b>Skills</b></p>	
<p><b>S1</b></p>	<p>Apply various approaches and methods for futures studies in a range of disciplines: including modelling and mapping of the domain, scanning, analysing and developing futures influences, drivers and opportunities, visioning and the development of futures scenarios and their implementation, strategic planning, managing change and back-casting (project design), etc</p>
<p><b>S2</b></p>	<p>Develop alternative (decentralised) learning techniques and approaches (divergent-convergent)</p>
<p><b>S3</b></p>	<p>Apply various approaches and analyses to futures studies including systems theory and thinking, design thinking, critical thinking, and application of abductive logic</p>
<p><b>S4</b></p>	<p>Apply Futures Literacy framework to research, reflection, and practice</p>
<p><b>Values</b></p>	
<p><b>V1</b></p>	<p>Exhibit self-directed and peer collaborative learning through effective communication skills</p>
<p><b>V2</b></p>	<p>Lead quality research in futures studies, and understanding of professional and ethical responsibilities</p>

\* Add a table for each track or Exit Points/Awarded Degree (if any)

## C. Curriculum

### 1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	6	18	60%
	Elective	2	6	20%
Graduation Project (if any)				
Thesis (if any)			6	20%
Field Experience(if any)				
Others (.....)				
<b>Total</b>		<b>8</b>	<b>30</b>	<b>100%</b>

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

### 2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	MSFS5301	Introduction to Futures	Required	Pre-requisite	3
	MSFS5302	Social Change, Transformation & Disruption	Required		3
	MSFS6303	Theories in Anticipation	Required		3
Level 2	MSFS6311	Technology Futures	Required		3
	MSFS6312	Futures Methods & Techniques: Quantitative Approaches	Required		3
	MSFS6313	Futures Methods & Techniques: Qualitative Approaches	Required		3
Level 3	MSFS6321	Design Futures	Elective		3
	MSFS6322	International Futures	Elective		3
	MSFS6323	Policy Futures	Elective		3
	MSFS6324	Industry Futures	Elective		3
Level 4	MSFS6399	Master thesis	Required		6

\* 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

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### 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	S1	S2	S3	S4	V1	V2
Intro to Futures	I					I	I	P	
Social Change, Transformation and Disruption	I	I			I	I		P	
Theories in Anticipation	P	I	I	I	I	I	P	P	
Technology Futures	P	P	I	P		P		P	
Futures Methods and Techniques: Quantitative Approaches		P	P			P	P	P	I
Futures Methods and Techniques: Qualitative Approaches		P	P			P	P	P	I
Design Futures	P	P	P	P		P	P	P	I
International Futures	P	P	P	P		P	P	P	P
Policy Futures	P	M	M	P		P	P	P	P
Industry Futures	P	M	M	P		P	P	P	P
Thesis	M	M	M	P	M	M	M	M	M

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

<p><b>5. Teaching and Learning Strategies to Achieve Program Learning Outcomes</b> Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.</p> <ul style="list-style-type: none"> <li>• Synchronous &amp; asynchronous pedagogical model</li> <li>• Scaffolded participatory knowledge creation</li> <li>• Guest lecturers and industry representatives</li> <li>• Industry reference group</li> <li>• Industry visits</li> <li>• Student colloquia</li> <li>• Lectures</li> <li>• Action-learning</li> <li>• Group assignments</li> <li>• Prescribed Readings</li> </ul>
<p><b>6. Assessment Methods for Program Learning Outcomes.</b> Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Annotated Bibliography</li> </ul>

- Individual assignments
- Group assignments, public presentations
- Project reports
- Self-assessments
- Exams

## D. Thesis and Its Requirements (if any)

### 1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

The thesis acts as mechanism for you to synthesize your previous learning and ability to conduct an independent piece of work. Writing a research thesis gives you a unique opportunity to undertake an extended piece of personal research on a topic of your own choosing. You will be allocated to supervisors based on the choice of topic. The research thesis can take several forms, for example:

- Empirical work involving quantitative and/or qualitative analysis of data
- A case study of a particular social problem, or
- Study of a particular problem in the field of Futures Studies, or
- Theoretical development of a methodology

#### THESIS/RESEARCH REQUIREMENT:

- The proposal (15%)
- Final thesis report (70%)
- Final thesis oral presentation (15%)

#### The proposal (15%):

Students preparing for a thesis/research thesis must write a proposal and gain approval from the program director. Your proposal should be approved before starting work on your thesis begins and before you can earn credit for the thesis.

Generally, a proposal will include what you want to study or the problem to be addressed, how you plan to approach it, and the rationale for why it should be studied.

State your hypothesis and/or goals, review relevant literature and contextual information, explain methodologies or procedures to be followed, and describe what the final output might look like. Proposals vary in length and can contribute to the content of your finished thesis.

It is important that your finished work adheres to the recommended guidelines; otherwise, it will not be accepted by the department, and you will not graduate on time. Typically, the proposal includes several sections as described below. Of course, the content and subheads under each section will vary depending on the selected research topic, your theoretical framework, and the proposed methodology.

*Introduction:* This should consist of a summary of the problem you are proposing to investigate, what question/hypothesis you intend to address, and how you envision doing it.

*Literature Review Analysis:* Here you review relevant literature that will enable you present a review of related work, describe the background analysis you performed, and to make a case for the significance of your research thesis. This is an interdisciplinary field. It is likely you will review more than one area of literature. Following this review, you should summarize the rationale for your research question or hypothesis drawn from all the area(s) of literature you have reviewed. Finally, you should clearly state your main research question or hypothesis.

*Methodology:* Here you describe your methodological plans as precisely as possible. Regardless of research method, all students must discuss the resources to be drawn upon and how they will be analyzed or interpreted. Some discussion of the limitations of your chosen approach may be appropriate.

Outline the chapters you anticipate will comprise your completed thesis with a sentence or two describing each chapter.

Typical chapters in scientific thesis are: Introduction; Review of Literature; Methodology; Results; Discussion; Conclusions.

### **Final Thesis Report (70%)**

An individually written detailed report, approximately no less than 12000 words (excluding title and appendices), with appropriate bibliographical references. In general, your thesis should have the following organization:

- Cover Page
- Executive Summary
- Introduction
- Literature Review and Analysis
- Methodology
- Results & Discussion
- Conclusions & Recommendations
- Bibliographical References
- Appendices

### **Final Thesis Oral Presentation (15%)**

At the end of the semester, you will be required to defend your thesis through an oral presentation where you will be judged on your achievement of the thesis.

The purpose of an investigative research is to enable students to develop deeper knowledge, understanding, and capabilities and attitudes in the context of the program of study. The thesis should be written at the end of the program and offers the opportunity to delve more deeply into the knowledge acquired in the candidate's program of studies.

For a thesis to be approved, the following stages must be completed

- An approved proposal
- An approved written thesis
- An approved presentation and defense of the thesis before the defense committee.

## **2. Scientific Supervision:**

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

- Each student will be allocated a research thesis supervisor based on the topic chosen by the student where the faculty member will have extensive knowledge in that field (Ph.D. holder) to aid and guide the student.
- The student may be allocated a supervisor external to PMU, who is a PhD holder and meets all of PMU's thesis supervision criteria.
- Faculty will be available for the candidate at arranged times and days.

## **3. Thesis Defense/Examination:**

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

- For the thesis defense, an examination committee must be established for each student. The examination committee will be composed of at least one faculty member, one industry expert, committee chair as well as the thesis advisor (all Master's or Ph.D. holders). The examination committee will be approved by the college/dean upon the request of the student's thesis advisor.
- The research thesis is initiated in the first semester of the second year and will be submitted at the end of the second year (i.e. the end of the second semester of the second year). Candidates

must successfully complete all core courses offered in year one with no grade lower than a C and with a cumulative GPA of 3.00 or higher. Approval of the thesis requirements by committee, and a satisfactory oral defense of the thesis.

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

### **1. Student Admission and Transfer Requirements, and Courses Equivalency**

The character and quality of students in the MSc Futures Studies will be a major defining factor of the program. Admission criteria and selection therefore are essential parts of the program. The admission process for the program should establish an overall profile for an entering class, including averages in academic performance and work experience, with acceptable ranges established around those averages.

The requirement of the program participants is to have a Bachelor's degree from an accredited university. The application deadline for admission to the program will be determined by the designated parties involved in running the program. There are minimum criteria for entrance into the program. An expanded list of criteria and standards includes:

1. Educational background: A completed baccalaureate degree from an accredited and/or recognized university. Official transcripts of all college work at previous institutions must be provided. The applicant's undergraduate grade point average will be an indicator of his/her ability to complete the program. Ideally, applicants should have achieved a grade point average 2.75 (on a 4.0 scale) or higher in the last 60 hours of undergraduate coursework. There are no pre-requisites for admission to the program.
2. Work experience: Successful candidates are preferred to have industry experience, but it is not required.
3. English language: Students must demonstrate proficiency in the English language through satisfactory performance on the International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL). PMU will require an overall IELTS score (or equivalent) of 6.0, with a minimum score of 5.0 on each test component administered within the last two years. Alternatively, having a score of not less than 500 in the TOFEL or acceptable evidence of proficiency in the English Language administered within the last two years. However, it is preferable that the TOFEL or IELTS exam should be taken 6-9 months prior to the term in which the student wishes to start their program. The TOFEL or the IELTS exam may be waived for native speakers of English and for those students who received a bachelor's degree from a university in which the language of instruction was English.

### **2. Student Counseling Services**

(academic, career, psychological and social)

- Students are assigned graduate academic advisors who help them in selecting their course of study and in planning their schedules.
- All Faculty members post their advising Office hours clearly.
- Advisors also approve students' schedules each semester. However, students are responsible for selecting their courses, meeting course prerequisites, and adhering to university policies

and procedures. The advisor's role is to assist the student in obtaining a well-balanced education and in interpreting university policies and procedures.

- Students may also consult faculty, department or program chairs, program coordinators, and deans.

### 3. Special Support

(low achievers, disabled, gifted and talented)

Special arrangements are offered to accommodate and help students with special needs in terms of offering extra time for students with difficult writing abilities, offer help to these students in and outside office hours, etc. In order to support students and meet their needs, you must have some understanding of the difficulties they face (**help them find and develop their strengths, provide the right strategy training and accommodations, and motivate and encourage**).

## F. 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						
Associate Professors	2		Theory and methods + own specialty			
Assistant Professors	1		Theory and methods + own specialty			
Technicians and Laboratory Assistants						
Administrative and Supportive Staff	1		Administration			
Others ( specify )						

### 2. Professional Development

#### 2.1 Orientation for New Teaching Staff

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

- One Week Orientation program.
- Introduce the department's study plans and the courses.
- Explain the department's mission, goals, and objectives; the components of the program
- Introduce the internal regulations of the university and the higher education.
- Provide the new faculty handbook that explains the university rules, policies, and regulations.
- Introduce the new faculty member to the educational resources and facilities available at the department.
- Notify the new member with his duties and responsibilities.
- Introduce program learning outcome assessment process.

- 90-minute orientation session with existing course staff

## **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 faculty-oriented programs of the Professional Development Center will:

- Assist in orienting faculty who are not familiar with the outcomes approach.
- Training courses, technical seminars and workshops will be organized for faculty members to advance their knowledge and skills in the area of their specialization
- Coordinate training and certification of all instructors who assess students.
- Promote improvement of the learning-outcomes program overall.

Other professional development includes the following:

- Coordinate and support campus scientific research.
- Arrangement for workshops and seminars.
- Invite subject matter experts in the areas of Futures Studies.

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

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

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

- Textbooks
- References (as indicated in course syllabus)
- Web-based resources
- Videos

Resource material needs are met by the Learning Resource Center department. Chairs form Committees for each course being taught to evaluate books being used as needed.

### **2. Facilities and Equipment**

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

- Classrooms with latest technologies for use by students and faculty (classrooms equipped with smart board, projector, and whiteboard).
- Blackboard for teaching and learning
- A main library on-campus & Learning Resource Center
- Major computer labs
- Open Access Computer Labs (equipped with PCs and general and specific engineering software for teaching and learning).
- A health care and counselling center on campus.
- Center for Futuristic Studies

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

All safety practices are taken into accounts in classrooms and labs to ensure a healthy and safe learning environment. Enforcing rules and regulations for conducting laboratory sessions and experimentations

## H. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

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

Program level management tasks are mainly managed by Department Quality and Accreditation Committee, College Dean and Department chair. However, College Council and Department Council are the main governing body to take important academic decisions and ensure quality of teaching. Department councils have further sub-committees for smooth performance of various tasks related to academics. The flow of program management is as below:

- Quality assurance committee
- Curriculum committee
- Textbook committee
- Research committee
- Student advising committee
- Laboratories, equipment and services 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 college will develop an Industry advisory board consisting of experts in the field from local industry such as (ARAMCO, SABIC, etc.) and government agencies to hold semi-annual meeting to review the programs.
- The Department will arrange for meetings and campus visits from local construction industries where program plans are discussed, and feedback and input will be collected.
- The Department will conduct the following surveys each year: Faculty surveys, Students surveys, Alumina surveys and Exit students' Interviews, etc.

Employers' surveys to be performed every two years (employer surveys can provide information about the curriculum, programs and students that other forms of assessment cannot produce. Through surveys, departments traditionally seek employer satisfaction levels with the abilities and skills of recent graduates. Employers also assess programmatic characteristics by addressing the success of students in a continuously evolving job market).

Industrial Advisory board thoughts, suggestions and evaluation and External partners thoughts, suggestions and evaluation (peer review of academic programs is a widely accepted method for assessing curricular sequences, course development and delivery, and the effectiveness of faculty. Using external reviewers is a useful way of analyzing whether student achievement correlates appropriately with departmental goals and objectives).

## 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 Futures Studies Department believes in a fair grading system for its students based on the judgments of its qualified and experienced faculty. The Department uses the grade point average (GPA) which is computed on a four point scale. The following grading system is used:

SR	Grade	Grade Point
1	A+	4.00
2	A	3.75
3	B+	3.50
3	B	3.00
4	C+	2.50
5	C	2.00
6	D+	1.50
7	D	1.00
8	F	0
9	WF*	0

\*Administrative Withdrawal fail

The student's GPA is calculated in the following manner: The numerical value of each letter grade earned is multiplied by the number of credit hours the course is worth. This yields a figure known as "quality points." The sum of the student's quality points is divided by the total number of credit hours. The final figure is the GPA.

### Standards of achievement verification processes

- Course instructor (Faculty) to review student performance and exams outcome
- Faculty to utilize diverse assessment instruments to verify student achievement
- Allocate rubrics for major assignments to assist students understanding and acquisition of learning outcomes
- Students are assigned graduate academic advisors who help them in selecting their course of study and in planning their schedules.
- All Faculty members post their advising Office hours clearly.
- Advisors also approve students' schedules each semester. However, students are responsible for selecting their courses, meeting course prerequisites, and adhering to university policies and procedures. The advisor's role is to assist the student in obtaining a well-balanced education and in interpreting university policies and procedures.
- Students may also consult faculty, department or program chairs, program coordinators, and deans.

### Grievance and Appeal Procedures for Students

It is the policy of PMU to receive, process, and resolve student grievances in a fair and prompt manner and to assure that students receive equity and justice in their association with the university.

This grievance policy and procedures are established for students for use in cases not otherwise covered by the policies of the university. Applicants for admission are also covered by these

grievance procedures. Grievances shall consist of matters of disagreement or dissatisfaction arising out of circumstances wherein the student believes that there has been an infraction, breach, or misinterpretation of a university policy, rule, or regulation. Only one subject matter may be covered in any one grievance. Students should first attempt to resolve all disputes with the person who made the initial decision.

Grievances not resolved at the appropriate lower level shall be presented in writing within three class days to the Director of Campus Life and shall contain a clear and concise statement of the grievance by indicating the applicable policy, rule, or regulation that is alleged to have been violated, the date the incident took place, the person or persons involved, the issue involved, and the relief sought.

The Director of Campus Life will investigate the grievance and will notify both parties in writing of the decision within five days of the conclusion of the investigation. Grievances not satisfactorily resolved with the Director of Campus Life may be appealed to the Vice Rector for Student Affairs. Such appeals must be submitted in writing within ten class days of the decision rendered by the Director of Campus Life. The Vice Rector for Student Affairs will review all of the evidence from the initial investigation and may conduct additional interviews as needed. A written decision will be made by the Vice Rector for Student Affairs within five days following the final meeting with the parties involved and a copy of the decision will be sent to both parties and to the Director of Campus Life.

Grievances not satisfactorily resolved with the Vice Rector for Student Affairs may be appealed to the Rector of the university. This appeal must *be* made within ten days following the decision by the Vice Rector for Student Affairs. The Rector will review all of the information from previous investigations and may conduct additional interviews as needed. The decision by the Rector of the university is final and binding on all parties. A copy of the written decision will be provided to all parties involved.

- Failure of a student to process his or her grievance to the next step within the specified time limit shall constitute an abandonment of the grievance
- Failure of university personnel to give an answer within the prescribed time limit authorizes the student to submit his or her grievance to the next step
- There can be an extension of the time limits in any step, if mutually agreeable
- No student shall be disciplined, penalized, or otherwise prejudiced for exercising the rights provided for in this grievance procedure

#### Grade Grievance and Appeal Procedures for Students

The assignment of a grade in a course is the responsibility of the faculty member and is based on the professional judgment of the faculty member. Except for issues of computation or discrimination, the faculty member's grade determination is final.

Students having a grievance concerning a grade in a course should make every effort to resolve the issue with the faculty member who assigned the grade. Faculty members should attend to the concerns of the student and explain the basis for the grade assigned. Should a student be unable to resolve the grievance with the faculty member, the student may appeal to the dean of the appropriate academic college. If the faculty member in question is the dean of the college, the student should present the grievance to the Vice Rector for Academic Affairs. The student must present a written statement and provide compelling evidence (examinations, papers, etc.) that demonstrate why the grade should be changed. The written grievance must be submitted no later than thirty days from the conclusion of the semester in which the incident occurred. If the case proved to be correct, the student will be awarded

the new grade and a new process (Grade Change Form) will be followed to achieve and apply the new grade

#### Faculty Recruitment:

The quality of faculty will be a critical component of the quality and success of each degree program within the College of Engineering. Faculty will be academically well prepared and will be proven effective teachers. Faculty will be able to demonstrate a history and currency in providing quality education that aligns well with the PMU core competencies and with the PMU educational philosophy and methods that provide a positive student-centered environment.

The criteria for faculty will be:

#### Degrees and Teaching Experience

Faculty appointed to Professorial ranks will hold a Ph.D. in a relevant discipline. Faculty appointed to Instructor ranks will hold at least a Master's degree in a relevant field and should have experience working in a professional environment. Upper division (3000 and 4000 level courses) will normally only be taught by faculty in Professorial ranks.

The college will strive to maximize the proportion of faculty with terminal degrees. The college will also ensure that each faculty has significant prior teaching experience at the university level. This requirement can be established through statements of teaching philosophy and through demonstration of teaching techniques during an interview.

Preference will be given to faculty who possess prior experience in teaching in cooperative and collaborative learning environments.

#### English Language Skills

All faculties will be proficient in the English language. Preference will be given to faculty who are either native English speakers or have achieved native-level proficiency as demonstrated by a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5. IELTS is recommended as a superior measure of English abilities. However, an equivalent score on TOEFL or other comparable exam may be substituted if necessary.

#### Alignment to PMU Values

Learning outcomes and their assessment in the Master of Science in Futures Studies degree program will be guided by the following principles:

- Utilization – Learning techniques and assessments will be used frequently.
- Engagement – Learning will be an active, not a passive, process.
- Feedback – Learning will incorporate a method of evaluation that effectively communicates techniques for improvement to students.
- Repetition – Learning will instill PMU values and learning outcomes through regular, repeated functions.

These characteristics will also impact the nature of faculty who will teach within the college. These characteristics include:

- A willingness to undertake professional development activities necessary to learn how to implement a student-centred, communicative classroom environment. Such activities will be supported by the PMU Professional Development Center.
- A personal and professional commitment of lifelong learning. Faculty will promote lifelong learning attitudes and concepts, not only through their teaching, but also by modelling such attitudes by their personal and professional continuing education activities.
- Sensitivity to Arab cultural and Islamic religious practices and expectations.

#### Appointment of part time teaching staff process

1. Prepare faculty recruitment requirements for the academic year and have the full package approved by the Vice Rector for Academic Affairs. This includes the following:
  - a. Deciding on the courses to be offered in the Spring Semester and Fall Semester
  - b. Calculating number of students in each course, number of sections for each course and total number of contact hours for each course
  - c. Calculating number of faculty needed (male and female)
2. Obtain Rector Approval of faculty recruitment requirements
3. Finalize the H.R website page and have the contents and faculty positions needed, approved by the Rector
4. Prepare adverts / recruitment information package
5. Place adverts on PMU web site and through word of mouth
6. Receive CVs from all sources
7. Initial classification of CVs and sending CVs to respective colleges and departments through the black board
8. Screening / Reviewing / short listing CVs according to the criteria mentioned above & recommending Faculty for interview
9. International Interview committee recommended faculty candidates and forward complete file to the HR department.
10. Prepare the Offers
11. Check references for selected faculty candidates & report problems to the Rector / VRAA as needed
12. Send offers to selected candidates (salary)
13. Follow up with the candidates who were given offers
14. Upon arrival, orientation program is given

Currently there is no policy or regulation on the number of part time teaching staff as a representation of the total number of faculty, however part time teaching staff are only utilized as a last option as PMU prefers to deliver its curriculum by its own faculty, and this has been the case for the past few years in most cases, as PMU recruits globally.

## I. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

All Quality Assurance related documents are maintained by the Deanship of Quality Assurance and posted here:

[Accreditation Information, Deanship of Quality and Accreditation\(DQA\) :: PMU :: Prince Mohammad Bin Fahd University](#)

## **2. Program Quality Monitoring Procedures**

The quality center will continually be working with deans and the accreditation work team to evaluate the strategies planned for developing learning in the different domains of learning to meet national and international accreditation.

By reviewing the faculty portfolio compiled for International accreditation. The accreditation team will be able to evaluate the skills of faculty in using the planned strategies. In addition to Faculty yearly evaluation done by Chairs. Current students as well as alumni will be interviewed regularly to get their input on what they learn and have learned in their respective programs. Evaluation of program by international accreditation bodies and consultants. Planned to develop an Industry advisory board consisting of top officials in local companies to hold semi-annual meeting to review the programs. The program quality monitoring procedures includes:

- Performance of students in Internships and feedback from their industry supervisors.
- Performance of students in Learning Outcome Assessment III course
- Participation of students in national project competitions.
- Students' publications of project results in conferences and journals.
- Graduates hiring statistics
- Percentage of graduates who pursue a higher education study at international universities.
- Percentage of students who are graduated per the study plan time.
- Percentage of students who are employed within six months of graduation.
- Number of publications that each full time faculty produces per year.
- Involve external reviewers in assisting and evaluating the program with the purpose of pointing out the strengths and weaknesses areas in the program and addressing them.

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

By reviewing the course portfolios for the same course taught by different departments.

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

Not Applicable

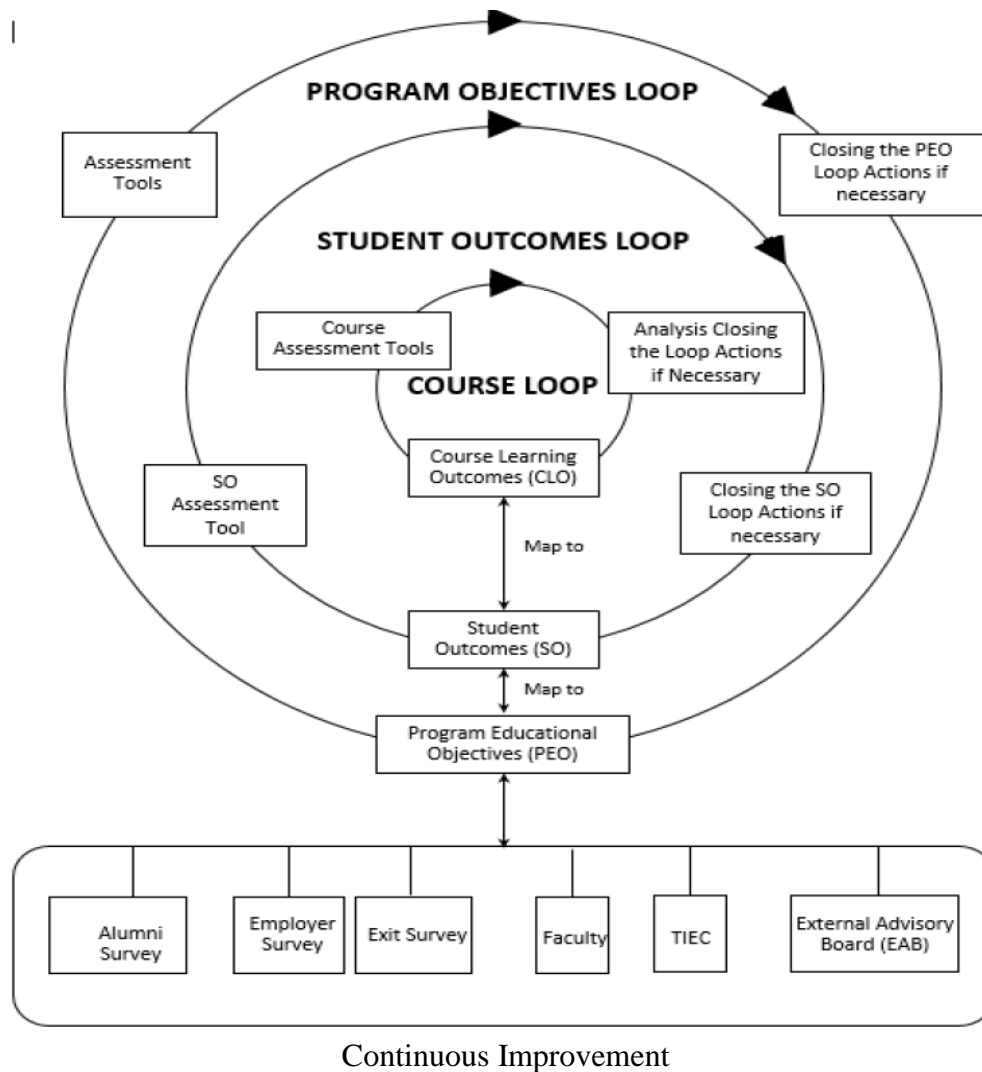
## **5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).**

Educational Partnership with **Texas International Education Consortium (TIEC)**

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

The continuous improvement process is carried out in several phases as illustrated in the next Figure. This process consists of three loops; the course loop, the student outcomes loop and the program objective loop. By continuously monitoring the three loops combined, the continuous improvement

is achieved. There are several attributes that feed into each of the loops in order to close the gap that may exist in the Department Program. The following diagram describes how PLO is assessed and analyzed with the main intention of continuous improvement in the development processes.



The core of the continuous improvement is initiated at the course level. This is also the most data intensive and closely controlled process by faculty members. The course learning outcomes are measured through assessment tools throughout the semester which provide the course instructor and the department administration with indications that should be analyzed and result in recommendations by the instructor.

#### Course loop

At the end of each semester, the faculty member completes the course assessment report which includes measurement of the Course Learning Outcomes (CLOs). Based on these results, a faculty member will submit recommendation for the continuous improvement of the course to curriculum committee. This recommendation could be minor such as changing material presentation or major such as changing the textbook, topics or syllabus. Minor recommendations could be implemented by the instructor in subsequent semesters and major recommendation need the approval on the proper

councils. The feedback of the students via the course evaluation survey is an important source of information for the continuous improvement at the course level.

Student Outcomes Loop

SO assessment will be directly measured as described in the previous section, other variables that feed into the SO loop is the student exit survey (End of Program Survey). All this data is combined and analyzed to come out with recommendations for the continuous improvement of the SO level. In the Civil Engineering Department, we have monitored the quality and continuous improvement annually, however, only on few occasions did this result in major changes to improve the curriculum. The historical details of curriculum change based on this method are mentioned below.

Program Learning Outcomes Loop

PLO assessment is the final phase of the continuous improvement cycle. The complexity of continuously monitoring the PEOs and continuously ensuring up to date PEOs are derived from the fact that all stakeholders input is gathered and carefully analyzing the data to seclude valid solid recommendation that ensure the continuous improvement.

**7. Evaluation of Program Quality Matrix**

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Faculty	Surveys	End of academic year
Effectiveness of teaching and assessment	Students	Surveys	End of each semester
Learning Resources	Students Faculty	Survey	End of academic year
Partnerships	Faculty	Interviews	End of academic year
Employed Graduated	Employers	Visits by the FEFAC Committee and interviews Surveys	Annually by FEFAC  2 years post-graduate cycle

**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-P-01	Percentage of achieved indicators of the program operational plan objectives	100	Dashboard	Annual
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	4.5	Course Eval Survey	Spring Semester
3	KPI-P-03	Students' evaluation of the quality of the courses	4.5	Course Eval Survey	Spring Semester

4	<b>KPI-P-04</b>	Completion rate	80	<b>KPI Report</b>	<b>Annual</b>
5	<b>KPI-P-05</b>	First-year students retention rate	80	<b>KPI Report</b>	<b>Annual</b>
6	<b>KPI-P-07</b>	Graduates' employability and enrolment in postgraduate programs during the first year of their graduation	50	<b>Alumni feedback</b>	<b>Annual</b>
7	<b>KPI-P-08</b>	Average number of students in the class	25	<b>Master Schedule Report</b>	<b>Every Semester</b>
8	<b>KPI-P-09</b>	Employers' evaluation of the program graduates proficiency	4.5	<b>Survey</b>	<b>Annual</b>
9	<b>KPI-P-10</b>	Students' satisfaction with the offered services	4.5	<b>Course Eval Survey</b>	<b>Spring Semester</b>
10	<b>KPI-P-11</b>	Ratio of students to teaching staff	20:1	<b>Banner Report</b>	<b>Annual</b>
11	<b>KPI-P-12</b>	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking	50%:50% 50%:50% <b>Professor:</b> 20 <b>Associate:</b> 40: <b>Assistant:</b> 40	<b>Banner Report</b>	<b>Annual</b>
12	<b>KPI-P-13</b>	Proportion of teaching staff leaving the program	0	<b>EBS Report</b>	<b>Annual</b>
13	<b>KPI-P-14</b>	Percentage of publications of faculty members who published at least one research during the year	100%	<b>Research Report</b>	<b>Annual</b>
14	<b>KPI-P-15</b>	Rate of published research per faculty member (total number published research to the total number of faculty)	1.0	<b>Research Report</b>	<b>Annual</b>
15	<b>KPI-P-16</b>	Citations rate in refereed journals per faculty member	1	<b>Research Report</b>	<b>Annual</b>
16	<b>KPI-P-17</b>	Satisfaction of the learning resources	4.5	<b>Survey</b>	<b>Annual</b>

\* including KPIs required by NCAAA

## J. Specification Approval Authority

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	