هيئـــة اعتمـــاد مؤسـسـات التعلـيـم العـالـي
**Higher Education Accreditation Commission**



# Program Accreditation and Quality Assurance Manual for Faculties of Tourism and Hospitality

## (Hotel Management, Tourism Management, and Event Management)

هيـئــة اعـتـمـــاد مؤسـســات التعلـيــم العـالـــي
**Higher Education Accreditation Commission**

# Program Accreditation and Quality Assurance Manual for Faculties of Tourism and Hospitality

**(Hotel Management, Tourism Management, and Event Management)**

Quality assurance standards were revised on July 9, 2013 to reflect amendments to ac-

creditation standards

**2013**

# Table of Contents

# Foreword:

This manual has been prepared by the Jordanian Higher Education Accreditation Commission (HEAC) to standardize and institutionalize the procedures for specialized accreditation and quality assurance of tourism and hospitality colleges. This manual serves as the primary reference and framework from which such procedures emerge and is the base from which expert committees can examine evidence provided by applicant colleges of having satisfied the accreditation and quality assurance standards adopted by the Commission. The purpose of this accreditation is to establish and maintain high quality within such institutions and within the programs they offer, as well as to create an atmosphere of constructive competition within the sector and reassure community organizations, employers and stakeholders of the academic, administrative and service structures of these institutions to guarantee their success in achieving their vision, mission and objectives.

This manual builds on the efforts of HEAC, the Tourism Industry Academic Steering Committee (TIASC), and the Jordan Tourism Development Project, funded by the United States Agency for International Development (USAID), to develop special accreditation and quality assurance standards for tourism and hospitality programs offered by Jordanian higher education institutions. This was done in cooperation with academic institutions involved in staff qualification and parties that will benefit from these efforts, namely ministries, government agencies, and private sector establishments.

On behalf of HEAC, I am pleased to present to you the "Special Accreditation and Quality Assurance Manual for Tourism and Hospitality (Hotel Management, Tourism Management, and Event Management)" at Jordanian higher education institutions. We hope it will help tourism and hospitality accreditation committees and quality assurance officers to carry out their duties in the best possible manner.

**Good luck.**

President of the Higher Education Accreditation Commission

# Introduction:

The special accreditation and quality assurance of tourism and hospitality programs at Jordanian higher education institutions acknowledges that the quality of the programs offered warrant the confidence of the academic community and society in general, in terms of inputs, processes, and outputs. Accreditation and quality assurance of tourism and hospitality higher education encourages excellence by developing criteria and manuals for assessing academic effectiveness, and it motivates institutions to continuously improve their programs and plans through constant self-evaluation. It also reassures the educational community and general society of the fact that the programs are offered by scientific institutions with appropriate and specific educational objectives, and that they maintain a steady level of achievement, have organizational and academic structures, employ qualified and active staff members, and have the needed material and financial support for continuous outstanding performance.

HEAC's philosophy and mission are based on transparency, standardization, and institutionalization of its work as a partner with Jordanian higher education institutions to develop and offer quality programs. This manual is based on that philosophy, and was developed to guide HEAC efforts to build the human resource capacities and qualifications of both higher education institutions and HEAC itself, in the area of special accreditation and quality assurance. We hope that people involved in tourism, hospitality, and other relevant human resource development institutions will share their comments and suggestions on the contents of this manual, so that we can consider them in future amended and improved editions.

Should you have any questions or enquiries please, contact HEAC at:
Higher Education Accreditation Commission
     Jubaiha, Amman, Jordan
     Tel.: 5338231
     Fax: 5338245
     P.O. Box: 60 Jubaiha, Amman
     Or visit our website at: www.heac.org.jo

**Thank you,**
Higher Education Accreditation Commission
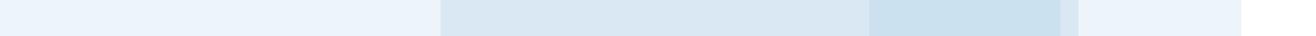
# Special Accreditation and Quality Assurance Standards for Tourism and Hospitality

## (Hotel Management, Tourism Management, Event Management)

There are ten standards for special accreditation and quality assurance of tourism and hospitality, and these comprise of 31 items. The design, application, and effectiveness of each item must be assessed by an expert committee based on an assessment scale, as provided for in the Programs, Accreditation and Quality Assurance Procedures Manual issued by the Commission.

Below is a review of each of the special accreditation and quality assurance standards for tourism and hospitality and their respective items. This is followed by achievement indicators and documents for the expert committee's reference when assessing the design, application, and effectiveness of each item of each standard. This is shown in Annex 1: Special Accreditation and Quality Assurance Instructions and Standards for Tourism and Hospitality faculties Hotel Management, Tourism Management, and Event Management (Undergraduate Program).

The standards and indicators of accreditation and quality assurance for tourism and hospitality are below.

# First Standard:
# Vision, Mission, and Objectives

## 1.1 Vision, Mission, and Objectives of the Faculty

**Indicators of meeting this standard:**

| | |
|---|---|
| 1-1-1 | The faculty documents procedures relating to developing and reviewing its vision, mission, and objectives. |
| 1-1-2 | The vision, mission, and objectives of the faculty are developed with the participation of a large group of stakeholders, including the dean of the faculty, faculty members, faculty councils, students, local community representatives, unions, authorities and agencies involved in tourism, and others. |
| 1-1-3 | The vision, mission, and objectives of the faculty describe the educational process, which produces highly competent and well-trained graduates. |
| 1-1-4 | The vision, mission, and objectives include learning, scientific research, and partnership with the local community. |
| 1-1-5 | The vision, mission, and objectives guide all academic activities, including admission policies, faculty member selection, planning and allocation of resources. |
| 1-1-6 | The objectives of the faculty are consistent with its vision and mission and are based on its human, physical, and financial resources. |
| 1-1-7 | The vision, mission, and objectives of the faculty are clear, public, and known to all stakeholders. |

## 1.2 Planning, Assessment and Development

**Indicators of meeting this standard:**

| | |
|---|---|
| 1-2-1 | The process of planning, assessing and developing the faculty's various activities (teaching, scientific research, and community service) is clearly defined in line with its vision, mission, and objectives, and appropriate procedures are developed and implemented with the participation of all stakeholders. |
| 1-2-2 | The faculty has mechanisms to ensure that its vision, mission, and objectives are achieved and adapted to developments. |
| 1-2-3 | The faculty uses the results of ongoing planning and assessment processes to set its improvement and development priorities. |

> 📁 **Documents which can be referred to when collecting information relating to this standard:**
> 1. An official document that sets out the faculty's vision, mission, and objectives, how and when they were developed, and the dates of amendment and approval by competent councils.
> 2. Proof of assessment and analysis of the faculty's outcomes, including:
>    A. Objectives, performance indicators, action plans, and assessment results.
>    B. Studies conducted to monitor the progress achieved by registered students.
>    C. Studies conducted to follow up on graduates and their employment situation.
>    D. Studies conducted on the effectiveness of programs offered by the faculty.
>    E. Comparative studies showing the students' skills, knowledge, and competencies before and after joining the faculty.
>    F. The results of surveys of students, graduates, and staff satisfaction.
>    G. Survey results of employer satisfaction with graduates.
>    H. Documents demonstrating that the vision, mission, and objectives are communicated to the academic and administrative staff, students, and local community.

## 2.1 Governance

**Indicators of meeting this standard:**

| | |
|---|---|
| 2-1-1 | The powers, responsibilities, and duties of governance councils are clearly specified in the governance system adopted by the faculty, along with an organizational structure for the faculty, and job descriptions for all job titles. |
| 2-1-2 | The faculty has clear and ongoing mechanisms and procedures for assessing the policies and decisions adopted by councils and the performance of their chairpersons. |
| 2-1-3 | Governance councils in the faculty have set up the necessary committees for their work and implemented their plans with the participation and representation of faculty members, administrative staff, students, and local community. |
| 2-1-4 | Governance councils in the faculty, faculty members, students, and administrative staff are aware of their respective duties and roles as described in the institution's laws and regulations. |
| 2-1-5 | Administrative performance and policies are reviewed periodically and appropriate amendments are introduced to ensure the achievement of the faculty's vision, mission, and objectives in an effective and efficient manner. |
| 2-1-6 | Various councils are taking part in: <br> • Periodic review of the faculty's vision, mission, and objective. <br> • Adoption of the faculty's academic, vocational, and technical programs, as well as degrees and diplomas. <br> • Review of all matters related to accreditation and quality assurance and approval of their respective requirements. <br> • Approval of the annual budget of the faculty. <br> • Appointment of highly efficient faculty members, stating the academic background for each specialization and terms of employment. |
| 2-1-7 | Work is transparent and decisions are based on facts and accurate and complete information. |

## 2.2 Academic Independence

**Indicators of meeting this standard:**

| | |
|---|---|
| 2-2-1 | The faculty enjoys complete independence in designing its study plans and securing the resources needed to carry them out in accordance with applicable legislation. |
| 2-2-2 | Faculty members are free to choose academic practices, in line with the vision, mission, and objectives. |
| 2-2-3 | The faculty council is free to draft its educational policies and determine learning, teaching, and student assessment methods, in line with applicable legislation. |
| 2-2-4 | Established councils are responsible and accountable for their duties and decisions. |
| 2-2-5 | Actions and decisions of the faculty are not dictated by external parties except for any contrary to applicable legislation. |

## 2.3 Academic Leadership

**Indicators of meeting this standard:**

| | |
|---|---|
| 2-3-1 | The level of responsibility of the academic leadership of the faculty and the educational program are clearly defined. |
| 2-3-2 | There are clearly specified policies and procedures for selecting the academic leadership from the faculty. |
| 2-3-3 | The faculty's academic leadership efficiently assesses the implementation of plans, completion of tasks, and achievement of objectives. |
| 2-3-4 | The dean is dedicated to academic and administrative work on a full-time basis. |
| 2-3-5 | The responsibilities, duties, behavior, and ethical conduct of the dean and faculty members are well defined and known to all relevant parties, and there are mechanisms in place to monitor compliance therewith. |
| 2-3-6 | The academic leadership strives to facilitate work and cooperation, and to encourage dialogue and open communication between various departments in the faculty and administrative units. |
| 2-3-7 | There is a head of department who has at least three years of experience in teaching, and a dedicated office and full-time secretary. |

> 📁 **Documents which can be referred to when collecting information relating to this standard:**
>
> 1. Laws, regulations, and instructions relating to the educational institution of which the faculty is part.
> 2. The faculty's organizational structure and any changes made thereto in the last three years.
> 3. Job descriptions for all positions within the faculty, and the duties and responsibilities assigned thereto.
> 4. Samples of minutes for meetings of the faculty council in the last three years.
> 5. Documents on the faculty's policy and financial and administrative plans.
> 6. A list of the heads of the faculty's governance councils and their CVs.
> 7. Policies, regulations, and procedures relating to the affairs and basis for employment of the teaching and administrative staff.
> 8. A description of existing committees in the faculty and their functions, duties, and members.
> 9. Samples of governance council member performance assessment reports.
> 10. Documents relating to the assignment of members to the governance councils.

## 3.1 Program Design

**Indicators of meeting this standard:**

| | |
|---|---|
| 3-1-1 | The faculty has a committee for its study plan that is fully authorized to design curricula and study plans in line with the faculty's vision, mission, and objectives. |
| 3-1-2 | The study plan committee designs teaching curricula and plans in cooperation with departments and council, (subject to feedback from faculty members, students, graduates, local community, employers, and other relevant parties), to inform the curriculum adjustment and improvement process. |
| 3-1-3 | Educational programs offered by the faculty are designed in a comprehensive and integrative manner. Subjects included in the study plan are comprehensive, thorough, and logically sequenced. There is a comprehensive plan for each subject that describes its content, objectives, strategies, learning and teaching resources, outcome assessment methods, and required references. |
| 3-1-4 | The study plan and teaching methods contain adequate means to encourage students to take responsibility for their education and prepare them for lifelong learning through continuous self-learning, while striving to produce highly competent graduates in line with workforce requirements, plans, and national and international policies. |
| 3-1-5 | The faculty observes national and international educational standards and professional and regulatory requirements when designing and planning programs by securing efficient human, physical, financial, and technological resources to carry out programs and facilitate the student's achievements, in order to achieve expected learning and teaching outcomes. |
| 3-1-6 | The faculty is guided by a plan that provides students with easy access to all necessary information. The execution of the plan is overseen by specialized faculty members to ensure the highest levels of professionalism in academic counseling and coaching. |
| 3-1-7 | There is a clear and practical connection between the basic educational program offered by the faculty and the next stage of training and practice after graduation. |

## 3.1.A. Undergraduate Program

**Indicators of meeting this standard:**

| | |
|---|---|
| 3.1.A.1 | The faculty prepares the undergraduate study plan to provide students with basic knowledge, skills, and competencies in tourism, hotel management, event management, and general knowledge. The minimum credits required for a bachelor's degree is 132 for all majors. This includes university requirements, faculty requirements, supporting requirements, mandatory and optional department requirements, practical courses, and practical training. These should be spread over four school years as indicated in Annex 1, which contains special accreditation standards and instructions for hotel management, tourism management, and event management programs. |

| 3.1.A.2 | The faculty designs each program so that there is obvious and practical coherence between theoretical and practical subjects, in line with national and international standards. Practical subjects also cover theoretical subjects in the following programs: hotel management, tourism management, and event management, as provided in Annex 1. |
|---|---|
| 3.1.A.3 | **The field training is as follows:**<br>• The program must include field training worth between 6 to 12 credits. The field training must entail at least 800 hours of work in 3-star hotels as a minimum or in tourism establishments such as tourism or travel agencies, and event organization and management companies, in line with the student's majors.<br>The faculty and the department ensure that the training achieves the desired objectives through agreements with approved establishments, assessments of the benefits of student trainees for these establishments, and production of student and establishment reports on the training. |

## 3.1.B Postgraduate Program

**Indicators of meeting this standard:**

| 3-1-B-1 | The level and nature of postgraduate programs are consistent with the faculty's vision, mission, and objectives. |
|---|---|
| 3-1-B-2 | Postgraduate programs offered by the faculty are based on appropriate educational goals and are on a different level from undergraduate studies in that they require greater thoroughness and higher intellectual and creative abilities from teachers and students alike. |
| 3-1-B-3 | If the faculty offers doctorate programs, it must ensure that the expectations and curricula related to such programs are of a higher level than those relating to the bachelor's and master's degrees, and the needed resources for such programs must be of higher quality than those of lower-ranking programs. Such resources include human resources, whereby professors and associate professors demonstrate excellent teaching, research, and scientific performance, and they have made noticeable contributions to the advancement and development of knowledge and expansion of its boundaries. Also, physical and spatial resources, tools, equipment, laboratories, libraries, and physical and electronic learning resources must be of the required standards. The study plan for the doctorate program requires a minimum of 54 credits distributed as follows: |

| Requirement | Minimum credits |
|---|---|
| Mandatory subjects | 21 |
| Optional subjects | 15 |
| Doctorate thesis | 18 |
| Total minimum credits | 54 |

Moreover, individual subjects included in the study plan must be clearly described. Upon admission, remedial bachelor's and/or master's level courses may be specified, provided that such courses do not exceed nine credits and are not included in the student's accumulated average, nor in the number of credits required for the doctorate degree.

The faculty designs the study plan for the master's program such that a minimum of 33 credits are required for the degree and these are distributed for either thesis route or the comprehensive course route as follows:

Master's program at tourism and hospitality faculties under the comprehensive course route:

| Requirement | Minimum credits |
| --- | --- |
| Minimum mandatory subjects | 24 |
| Maximum optional subjects | 9 |
| Total minimum credits | 33 |

**3-1-B-4**

Master's program at tourism and hospitality faculties under the thesis route:

| Requirement | Minimum credits |
| --- | --- |
| Minimum mandatory subjects | 15 |
| Maximum optional subjects | 9 |
| Master's thesis | 9 |
| Total minimum credits | 33 |

Moreover, individual subjects included in the study plan must be clearly described. Upon admission, remedial bachelor's level courses may be specified provided that such courses do not exceed nine credits and are not included in the student's accumulated average, nor in the number of credits required for the master's degree.

**3-1-B-5** Only professors or associate professors may prepare and mark knowledge competency tests and supervise and discuss doctorate thesis and research papers.

**3-1-B-6** Only faculty members, of a rank not less than associate professor, may prepare and mark the comprehensive examination and supervise and discuss a master's thesis. An assistant professor may supervise or discuss a master's thesis provided that the assistant professor has had at least two research papers in their area of specialty published or approved for publishing in authoritative and indexed scientific magazines after receiving their doctorate degree, and that the said two research papers are not derived from the doctorate or master's thesis of the said member of the faculty.

**3.1.B.7** The thesis discussion committee includes at least one member from outside the university who is either a professor or an associate professor.

**3.1.B.8** The maximum number of theses (master's and doctorate) which can be simultaneously supervised by a single member of the faculty as per academic rank is:
- Six theses for professors and associate professors
- Three theses for assistant professors

## 3.2 Program Components

**Indicators of meeting this standard:**

**3-2-1** Subjects in the plan cover basic knowledge, skills, and competencies of areas of knowledge that represent the main topics of the program and other relevant ones.

**3-2-2** In its study plan, the faculty seeks to keep pace with developments in the tourism and hospitality industry and the needs of society in order to introduce and apply the concept of scientific knowledge and modern concepts and provide modern teaching methods.

| 3-2-3 | Mandatory basic theoretical areas of each discipline form an integral part of the study plan offered by the faculty and cover appropriate subjects for each discipline as provided in Annex 1. |
|---|---|
| 3-2-4 | Practical areas form an integral part of the study plan offered by the faculty and cover appropriate subjects for each discipline as provided in Annex 1. |
| 3-2-5 | The study plan includes a basic level of academic topics of the discipline with specific outcomes, in addition to requirements covering competencies relating to oral and written communication skills, quantitative intellectual functions, critical analysis, logical thinking, and skills relating to research and knowledge production, to produce specialized managers who can efficiently perform their roles. |
| 3-2-6 | Subjects in the study plan equip students with teamwork, consultation, leadership, management and supervision, responsibility-taking, decision-making, and pressure-handling skills, and these are clearly stated in the plan. |
| 3-2-7 | The study plan includes field training as provided in Annex 1, in order to enable students to link theoretical knowledge to practical aspects, and apply what they learn in the labor market to maximize the benefits of their studies. |
| 3-2-8 | Hotel management, tourism management, and event management laboratories contain the necessary equipment and materials to enable students to practice practical aspects of their learning using the latest technologies and materials as provided in Annex 1. |

## 3.3 Program Management

**Indicators of meeting this standard:**

| 3-3-1 | The study plan committee has adequate authority to draft and implement the program plan and to develop teaching and learning methods, student assessment methods, subject assessment methods, and creativity in the curriculum, while providing the necessary physical and financial resources. |
|---|---|
| 3-3-2 | The study plan is implemented under the supervision of faculty members, students, and other stakeholders. |
| 3-3-3 | The program study plan is periodically assessed by the program management team using accurate mechanisms and means. |
| 3-3-4 | The program management team utilizes the results of the periodic assessment of the study plan when making amendments or improvements to the plan. |

## 3.4 Program Review

**Indicators of meeting this standard:**

| 3-4-1 | The faculty's programs and study plans are constantly reviewed to keep pace with developments in the tourism and hospitality industry, students' future learning requirements and their expected professional roles, and focus on the needs of the community and labor market in order to maintain the program's high quality. |
|---|---|
| 3-4-2 | The faculty reviews and amends the policies and regulations for adding or removing subjects in a constant, periodic, and regular manner without causing any confusion to students. |
| 3-4-3 | The faculty assesses all program elements with the participation of faculty members, students, beneficiaries, expected employers, and all stakeholders, and uses assessment results and feedback to develop and improve the program. |

| 3-4-4 | The faculty provides appropriate procedures upon curriculum suspension or amendment in order to ensure registered students are able to complete the requirements of their respective degree without delay or interruption and maintain their acquired rights. |
|---|---|

📁 **Documents that can be referred to when collecting information relating to this standard:**

1. Tools and procedures used to measure the effectiveness of the program and academic plans.
2. The study plan, objectives, and outcomes of each program.
3. Analyzing the harmony between plans, and their objectives and content, on one hand, and labor market requirements on the other.
4. The procedures followed to develop study plans for faculty programs and the councils in charge of this.
5. Academic program results assessment documents, including:
   A. Studies verifying faculty's achievement of goals and efficiency.
   B. Studies covering the results and outcomes achieved by the faculty's graduates and students.
   C. Studies of the efficiency of programs, adequacy of graduates, and employer satisfaction with graduate performance.
   D. The results of student assessments of the teaching process in various programs and their satisfaction therewith.
   E. The percentage of graduates in the last three years for each program and the percentage of graduates who found jobs relevant to their specialty.
   F. A sample of student transcripts showing the sequence of subjects according to the study plan.
6. Samples of questionnaires from students' assessment of the faculty, subjects, and a summary of all results obtained in the last three years.
7. Faculty self-assessment reports or reports from the results of external assessment in the last five years.
8. A copy of the faculty's prospectus and a summary of the information contained therein with reference to the pages containing:
   A. All academic degrees offered by the faculty.
   B. General and special requirements for the faculty, department, and specialty.
   C. Postgraduate program (master's and doctorate) admission requirements.
   D. The names of faculty members in undergraduate and postgraduate programs and their qualifications, ranks, and precise specialties as per certificate equivalency.
9. Documents demonstrating that registered students are achieving the objectives and purposes of the program, and various subjects therein.

# Fourth Standard:
# Students

## 4.1 Admission and Selection Policies

**Indicators of meeting this standard:**

| | |
|---|---|
| 4-1-1 | The faculty has a clear policy for selection and admission of students, which is in line with its vision, mission and objectives, and applicable laws and regulations issued by the Ministry of Higher Education and Scientific Research and HEAC. |
| 4-1-2 | When developing the faculty's admission policy in line with the admission bases issued by the Council of Higher Education and Scientific Research, the faculty takes into account the relation between selection of students, the educational program and quality of graduates. |
| 4-1-3 | When students are admitted, remedial subjects studied by postgraduate students are not included in their accumulated average, nor is any subject they had studied, or the equivalent thereof, for which they obtained another certificate or academic degree. The same applies to subjects of a lower ranking program studied by students of higher ranking programs. |
| 4-1-4 | The faculty periodically reviews its admission policy according to social, demographic and professional data, unemployment rates and in compliance with corporate social responsibility and local community needs. |

## 4.2 Number of Students

**Indicators of meeting this standard:**

| | |
|---|---|
| 4-2-1 | Due consideration is given to quality when determining the number of students to be admitted to the faculty in line with the faculty's capabilities during teaching and training stages. |
| 4-2-2 | Due consideration is given to the faculty's capacity when determining the number of students to be admitted. The student-teacher ratio should not exceed 35:1 for undergraduate humanitarian studies, 25:1 for undergraduate theoretical scientific studies, 25:1 for undergraduate applied humanitarian studies, 20:1 for undergraduate applied scientific studies, and 15:1 for postgraduate programs. Moreover, the minimum capacity of registered students in all postgraduate programs (higher diploma, master's and doctorate) must not exceed 120 students per discipline for all programs and divisions of a single discipline. The joint postgraduate program, if there is one, should be limited to 60 students. |
| 4-2-3 | Student numbers and selection are periodically reviewed in consultation with stakeholders in order to satisfy community needs. |
| 4-2-4 | The faculty has a defined policy guiding the student distribution process and the selection of the various subjects in the faculty's study plan. |

## 4.3 Counseling Program

**Indicators of meeting this standard:**

| | |
|---|---|
| 4-3-1 | The faculty has a counseling program that offers guidance and coaching for making academic decisions, and provides relevant information for this purpose. |
| 4-3-2 | Counseling is offered based on the monitoring of student development and should take into account the psychological and emotional challenges they face, as well as their personal and social needs. |
| 4-3-3 | The program includes career guidance and coaching plans to help students when they join the program as well as when they find employment after graduation. |
| 4-3-4 | The faculty offers appropriate activities to enhance students' social interactions. |
| 4-3-5 | The faculty has an academic guidance committee with a specific action plan and duties in which most faculty members take part. |
| 4-3-6 | The faculty provides students with a prospectus in either paper or electronic format that includes:<br>• The faculty's vision, mission, and objectives<br>• Admission procedures and requirements<br>• Basic information about the programs offered by the faculty and their respective plans and subjects<br>• Program and degree requirements<br>• Laws and regulations relating to all procedures students are required to follow in cases such as deferral, withdrawal, or absence<br>• Opportunities available for financial support or loans<br>• Procedures for fee payments and refunds<br>• Facilitations offered by the faculty for academic purposes<br>• The faculty's academic calendar |
| 4-3-7 | The counseling program is developed based on assessment results and feedback. |

## 4.4 Student Assessment

**Indicators of meeting this standard:**

| | |
|---|---|
| 4-4-1 | The faculty clarifies the methods used to assess students and the requirements for completing the offered subjects. It also provides clear and specific criteria by which the students are assessed, and marks given to indicate education levels achieved by students. The criteria are periodically reviewed and any amendments made thereto are communicated to students. |
| 4-4-2 | The criteria that student assessments are based on are appropriate to the relevant academic degrees and are clearly drafted and fairly applied. |
| 4-4-3 | The faculty uses a variety of assessment tools relevant to subjects covered by study plans and the objectives, competencies, and skills desired for students, and these tools are credible, consistent, and efficient. |
| 4-4-4 | The assessment tools used measure higher intellectual functions (analysis, construction, and assessment) and avoid memorization or retrieval of information without understanding it or knowing its applications. These tools also help detect individual differences between students and the skills, competencies, and knowledge they acquire. |

| 4-4-5 | The faculty has clear policies and procedures for approving grades received by students. |
|---|---|
| 4-4-6 | The faculty has accurate and comprehensive records and ensures that said records are protected from forgery or alteration. |
| 4-4-7 | The faculty provides students with immediate feedback on their academic performance and results. |
| 4-4-8 | The faculty has specific procedures for objecting to and reviewing assessment results. |

## 4.5 Student Services

**Indicators of meeting this standard:**

| 4-5-1 | The student services provided by the faculty are in line with its vision, mission and objectives, and there are clear and public procedures for assessing, upgrading, and improving these services based on assessment results. |
|---|---|
| 4-5-2 | The faculty provides qualified staff to supervise student services. |
| 4-5-3 | The faculty has an effective student assistance and financial support program, in line with its vision, mission, objectives, the needs of its students, and its resources. There are also procedures for enquiring about all the grants and financial assistance offered. Information relating to financial assistance is published and is available to all students. |
| 4-5-4 | The faculty provides health care services, including psychiatric care programs, first aid services, and services for people with special needs. |
| 4-5-5 | The faculty provides student accommodation services with appropriate learning, studying and healthy environments, and security, supervised by qualified and specialized staff. |
| 4-5-6 | The faculty provides catering (canteen) services for its students. The services are supervised by nutrition professionals and specialists, and meet health, safety, and nutrition standards. |
| 4-5-7 | There is an orientation program for new students to introduce them to university and faculty regulations and services, during which the student prospectus is distributed. |
| 4-5-8 | The faculty offer extracurricular activities (sports, artistic, cultural, media, etc.) that enhance and accelerate students' intellectual and personal growth in line with the faculty's vision, mission, and objectives. The faculty also ensures the availability of the resources, services, and facilities needed for its students. |

## 4.6 Following up on Graduates

**Indicators of meeting this standard:**

| 4-6-1 | There is an office in the faculty or university for following up on students. This office has specific duties and work mechanisms and is run by qualified and specialized staff. |
|---|---|
| 4-6-2 | The faculty provides, maintains, and utilizes graduate databases. |
| 4-6-3 | There are channels for communication between graduates and the faculty, and the faculty and employers, for the purpose of exchanging views on the programs offered by the faculty and their efficiency and teaching and assessment methods. |

| 4-6-4 | The faculty has a mechanism for monitoring the performance of graduates in the labor market to ensure the quality of its outputs and the achievement of its vision, mission, and objectives and to use the findings for development purposes. |

**Documents that can be referred to when collecting information relating to this standard:**

1. The student prospectus.
2. Faculty publications relating to students.
3. The strategies of student services offered by the faculty.
4. The Student Union regulations charter.
5. A chart showing student services offered at the institution or faculty.
6. Samples of tests and assessment papers used in the various programs offered by the faculty.
7. Studies conducted to evaluate the faculty's assessment procedures and methods.
8. The faculty's grading system.
9. The documents of the general policy for grading, testing, and assessment.
10. Studies conducted to monitor the performance of registered students.
11. Documents showing faculty members' continuous learning in the field of measurement, assessment, and test preparation.
12. Documents illustrating tourism field training and corresponding records.
13. Documents illustrating students' academic, social, and awareness raising counseling.
14. A table of student services and relevant staff.
15. Documents of student and graduate assessments of admission policies, the counseling program, educational process, and offered services.
16. Studies of the employment situation of faculty graduates. Employer satisfaction, graduate performance, and the percentage of graduates employed within the first, second, or third year of graduation.
17. Samples of data available in graduate's databases.
18. Documents showing the duties of the responsible for following-up on graduates, and the names and CVs of its staff.

## 5.1 Selection, Assessment, and Professional Development of Faculty Members

**Indicators of meeting this aspect of the standard:**

| | |
|---|---|
| 5-1-1 | The faculty ensures that a sufficient number of dedicated, professionally competent faculty members are recruited to cover the areas and programs offered by the faculty as per the areas of specialty and levels of subjects included in the plans. The faculty must provide at least one faculty member for each main area of specialty. In special cases, when new areas of specialty are introduced, a faculty member may cover maximum of two specialty areas. There must be at least two full-time faculty members, each with a doctorate degree, per specialty. |
| 5-1-2 | Part-time faculty members should not exceed 20% of the total number of full-time faculty members with a doctorate degree for theoretical studies and not more than 25% of the total number of faculty members for applied studies. The percentage of full-time faculty members with a master's degree does not exceed more than 20% of full-time faculty members with a doctorate degree. |
| 5-1-3 | Faculty members participate in academic planning, program development and review, student academic counseling, and community service. |
| 5-1-4 | The faculty adopts a policy that is based on the balance between faculty members' ability to teach, train, research, and guide, and allowing them to demonstrate their competency and creativity, and provide them with sufficient time and the necessary support for professional growth and continuous learning. |
| 5-1-5 | The teaching burden of faculty members is consistent with the faculty's objectives and mission, where the weekly teaching burden for full-time faculty members and lecturers does not exceed: 9 hours for professors; 12 hours for associate or assistant professors; 15 hours for teachers, assistant teachers and practicing professors; 6 hours for part-time lecturers; and 18 practical hours for laboratory supervisors. |
| 5-1-6 | Part-time faculty members hired by the faculty are among the best available, in terms of qualification and experience in their areas of specialty, which enables to carry out the teaching duties assigned to them and assume the responsibilities listed in the university's instructions and regulations in line with the faculty's vision, mission, and objectives. |
| 5-1-7 | The salary scale and benefits offered to faculty members are adequate to attract and retain them and are aligned with the faculty's vision, mission, and objectives. Incentive payment procedures must be clear, public, and fairly applied. The faculty must also be properly equipped to serve faculty members. |
| 5-1-8 | The faculty conducts a formal and regular assessment of the performance of faculty members to ensure the efficiency of their teaching methods and determine their fulfillment of their teaching and other responsibilities. The legislations, policies, and regulations governing the faculty's work explicitly provide for the procedures of the said assessment. |
| 5-1-9 | The faculty has specific bases for promotion and the sabbatical leave of faculty members. Faculty regulations specify retirement age, procedures for retirement, and retirement benefits available to faculty members. Instructions, regulations and policies relating to faculty members are published and readily available. |

| 5-1-10 | The faculty has a specific policy to assist faculty members in attaining expertise in their field and provide them with in-service training and learning opportunities, opportunities to improve their performance in the areas of university learning, teaching, assessment, scientific research skills, supervision, and training. It also provides them with the opportunity to attend local, regional and international workshops, seminars, lectures, and conferences. |
|---|---|
| 5-1-11 | The faculty offers financial and symbolic incentives to encourage professional and academic growth, research-related performance improvement, and continuous learning among faculty members. |
| 5-1-12 | The faculty provides its faculty members with all scientific and information resources (in paper and electronic formats) to keep them up-to-date on the latest development in their areas of specialty. |
| 5-1-13 | The faculty provides faculty members with academic freedom to conduct scientific studies and research, and supports them significantly. |
| 5-1-14 | The faculty continuously and periodically reviews its policies on hiring part-time faculty members in light of its vision, mission, and objectives. |

## 5.2 Faculty Member Achievements

**Indicators of meeting this standard:**

| 5-2-1 | Faculty members play a key role in the development of scientific research in line with the faculty's vision, mission, and objectives. |
|---|---|
| 5-2-2 | Faculty members actively participate in continuous learning activities, scientific research, and attend specialized training courses and workshops, conferences, and seminars. |
| 5-2-3 | Faculty members take part in joint projects and research with other researchers at the local, regional, and international levels. |
| 5-2-4 | Faculty members contribute to research that serves the local community. |
| 5-2-5 | Faculty members compete for local, regional, and international awards. |
| 5-2-6 | Faculty members publish books and research papers in respected and influential scientific periodicals and indexed magazines. |
| 5-2-7 | Faculty members are awarded competition-based grants at the local, regional, and international levels. |
| 5-2-8 | Faculty members have registered patents. |

## 5.3 Selection, Assessment, and Professional Development of Technical and Administrative Staff

**Indicators of meeting this standard:**

| 5-3-1 | There are clear, specified, public, and periodically reviewed policies and procedures for the selection, assessment, promotion, and termination of services of the faculty's technical and administrative staff. |
|---|---|
| 5-3-2 | The faculty provides a sufficient number of qualified technical and administrative staff to support the educational program and other activities, and ensure food management and optimal utilization of resources. |
| 5-3-3 | The responsibilities, duties, behaviors, and ethical conduct of the technical and administrative staff are well defined and contribute to cooperation between various departments and units. |

| 5-3-4 | The faculty has an administrative unit for quality control and management, a unit for faculty members and personnel development, and an office to follow up on graduates. |
|---|---|
| 5-3-5 | There is an accountability system in place in the faculty's academic and administrative units, and the faculty conducts a regular formal assessment for the performance of its technical and administrative staff. |
| 5-3-6 | The faculty provides its technical and administrative staff with training and professional growth opportunities. |
| 5-3-7 | The salaries and benefits offered by the faculty to its technical and administrative staff are adequate to attract and retain them in line with the faculty's vision, mission, and objectives. |

## 📁 Documents that can be referred to when collecting information relating to this standard:

1. Data relating to the salaries, financial benefits, and allowances paid to faculty members and technical and administrative staff.
2. The policies, regulations, and procedures relating to faculty members and technical and administrative staff.
3. Committees in which faculty members participate.
4. The policies and procedures for assessing faculty members and technical and administrative staff.
5. The faculty member assessment form and a summary of the questionnaire on student assessments of faculty members for the last three years.
6. Technical and administrative staff assessment forms and a summary of assessment results for the last three years.
7. Samples of faculty member files and CVs.
8. Samples of technical and administrative staff member files and CVs.
9. The regulations governing the appointment and type of full-time and part-time faculty members and technical and administrative staff.
10. A summary of faculty member activities and the courses, seminars, and workshops they participated in over the last three years.
11. Statistics of faculty member promotions.
12. Documents illustrating the number of faculty members needed by the faculty based on the capacity calculation mechanisms adopted by HEAC.
13. Statistics of faculty members in terms of specialty, number of males and females, number of full-time and part-time faculty members, years of academic service, qualifications and academic production in the last three years for each of them, as well as the universities of which they are graduates.
14. A summary of the reports relating to community service carried out by faculty members.
15. A summary of main literary creations, scientific activities and research carried out by faculty members, as well as the awards they received, patents they registered and the number of joint projects carried out by faculty members and other researchers at the local, regional, and international levels in the last five years.
16. Documents showing the extent of student and graduate satisfaction with the performance of faculty members and technical and administrative staff.
17. Documents illustrating the organizational structures and procedures relating to the quality control and management unit, faculty members and personnel development unit and the office responsible for maintaining and collecting graduate information.

## 6.1 Financial Resources

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-1-1 | The faculty specifies the financial resources needed by various councils and incorporates them in the university's budget to cover the faculty's needs, including implementation of the study plan. |
| 6-1-2 | The faculty has enough independence to direct its financial resources for the benefit of the academic process. |
| 6-1-3 | The faculty provides evidence of the availability of sufficient financial resources to support its educational programs and services are aligned with its vision, mission, and objectives. |
| 6-1-4 | Financial documents indicate the faculty's financial stability over the last five years, and in the case of financial fluctuations, they present the faculty's plan to address them. |
| 6-1-5 | The faculty specifies the financial assistance it offers current students and shows evidence of planned financial assistance to students in regards to its future admission plans and policies. |
| 6-1-6 | The faculty is in full control of all its expenses and the dean presents the governance council with regular reports on the faculty's expenses and future needs. |

## 6.2 Constructions and Facilities

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-2-1 | The faculty provides suitable areas, spaces, and facilities to its staff and students, in terms of modern buildings, teaching rooms, and practical training spaces. |
| 6-2-2 | The facilities dedicated to teaching or learning functions are fit for performing such functions efficiently. |
| 6-2-3 | The teaching facilities are furnished according to the requirements of the work, study, and research, which can be carried out by students, faculty members, and personnel. |
| 6-2-4 | Facilities are designed to be accessible to people with disabilities and are managed, operated, and maintained in a manner that ensures sustainable quality and safe use thereof in order to support educational programs and teaching services provided therein. |
| 6-2-5 | The student's learning environment is regularly developed and upgraded in order to keep pace with the development of the teaching and learning process. |
| 6-2-6 | The faculty provides all safety procedures in accordance with the requirements of the General Directorate of Civil Defense. |

## 6.3 Laboratories

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-3-1 | The faculty provides all the laboratories and educational training facilities needed for the academic programs and their respective plans as explained in Annex 1, in addition to a computer laboratory equipped with modern computers and software that are connected to the university's library and the Internet in order to enhance online learning. |
| 6-3-2 | The minimum area of each laboratory is 60m2 and the maximum capacity of 20 students. |
| 6-3-3 | A laboratory is supervised by qualified technical staff and the teaching burden of the lab supervisor does not exceed 18 practical hours a week. The lab supervisor has a bachelor's degree in a relevant specialty at a minimum. |
| 6-3-4 | Laboratories are equipped with the necessary tools and equipment, are appropriately furnished, contain all the requirements of the academic subjects in the study plan and meet the needs of scientific research that students, faculty members, and personnel may conduct. Annex 1 states the laboratories required for each specialty and the relevant equipment. |
| 6-3-5 | There are plans and mechanisms for periodic maintenance of laboratories that ensure the sustainability and functionality of equipment, as well as ensuring quality and safety of use for the purposes they are designed. |
| 6-3-6 | Materials in laboratories are used, stored, and destroyed according to specific regulations. |
| 6-3-6 | Food hygiene procedures are implemented as per the regulation of Jordan Food and Drug Administration. |

## 6.4 Educational Equipment, Tools and Aids

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-4-1 | The faculty provides appropriate equipment in terms of quantity and quality, which students and faculty members can use to achieve their educational and administrative requirements. |
| 6-4-2 | The faculty provides modern means of communication (World Wide Web), computers, seminar rooms, data show devices, teaching support devices - both electronic and technological - as well as sufficient conventional and electronic billboards, and a photocopier in every academic department for administrative work and faculty members. |
| 6-4-3 | Equipment is maintained periodically so that is can be used in the best manner for the purposes for which it is designed, and is replaced, upgraded, or improved whenever necessary. |
| 6-4-4 | Materials are used, stored, and destroyed in accordance with relevant faculty regulations. |
| 6-4-5 | The faculty strives to convert 10% of its total subjects to electronic form each year. |
| 6-4-6 | The faculty provides a number of appropriate statistical programs. |
| 6-4-7 | The faculty provides a computer for each faculty member. |

## 6.5 Information Technology and Educational Resources

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-5-1 | The faculty has a clear policy on the use of ICT in the educational programs it offers. |
| 6-5-2 | Faculty members and students are able to use ICT for self-learning and to access information. |
| 6-5-3 | The IT equipment, tools, and information resources of the faculty are sufficient and effective in terms of quality, quantity, variety, and modernity, and are capable of meeting the requirements of the faculty's academic programs and plans. |
| 6-5-4 | Technology tools are easily accessible to students, faculty members, and technical and administrative staff in a manner that fulfills the needs of the educational process. |
| 6-5-5 | There is a qualified IT staff to offer assistance to faculty members and students when needed. |
| 6-5-6 | The faculty has a web site on the university intranet that contains all academic, educational, and administrative information relating to the faculty and its departments. |

## 6.6 Books, Periodicals, Dictionaries, Encyclopedias, and Other Resources

**Indicators of meeting this standard:**

| | |
|---|---|
| 6-6-1 | The faculty provides at least five different titles for each subject in the study plan, with at least two copies of each title. |
| 6-6-2 | The faculty provides at least fifty titles of advanced books in various areas of specialty. |
| 6-6-3 | Total titles provided by the faculty are not less than 300 titles per specialty. |
| 6-6-4 | The faculty provides an adequate number of references, influential scientific periodicals, and books in both Arabic and English. |
| 6-6-5 | The faculty provides at least 10% of titles in new editions to cover all areas of every specialty. |
| 6-6-6 | The faculty provides periodicals for every specialty, both in paper and electronic format, from at least the last five years. In any case, the faculty must provide at least 30% of total periodicals required for every specialty in paper form. |
| 6-6-7 | The faculty provides the necessary basic references for study and research, such as dictionaries, encyclopedias, bibliographies, etc., both in Arabic and English, provided that at least 80% of these are in paper format. |
| 6-6-8 | The faculty's library contains adequate items, tools, and aids. |
| 6-6-9 | The faculty has sufficient professional and technical human resources to facilitate use of the library and provides library personnel with professional development opportunities. |

📁 **Documents that can be referred to when collecting information relating to this standard:**

1.  Printed documents that introduce students to available services and sources of information and times during which they can use such libraries, computer laboratories and available audiovisual aids.

2.  A list of the names, qualifications, CVs, and continuous learning programs provided to personnel working at the faculty's laboratories, library, and other learning sites.

3.  The policies, regulations, and procedures relating to the development, management, and future plans for the expansion of the faculty's laboratories and library.

4.  A statistic illustrating the use of computer services and records of library resources in the last three years.

5.  The faculty's policy and action plan for the safe use of its facilities and continuous maintenance of the same.

6.  Additions or improvements to faculty resources in the last three years and the improvement plan for the next three years.

7.  Statistics of occupancy rates for the faculty's teaching rooms, amphitheaters, laboratories and library.

8.  The organizational structure of the library management (if any) and other learning resources (computer services, learning aids and communications centers).

9.  Studies or documents demonstrating the effectiveness and sufficiency of facilities offered by the library and other sources of information.

10. A table featuring teaching equipment and devices replaced in the last three years and upgrades or refurbishments to existing equipment.

11. Documents showing the level of student and faculty member satisfaction with the resources available in the faculty.

12. The master plan for facilities in the faculty and documents showing changes thereto in the last five years.

13. Annual or long-term plans for improving, upgrading, and maintaining the faculty's physical resources, as well as relevant future plans.

# Seventh Standard:
# Interaction with the Community and International Relations

## 7.1 Interaction with the Community and Relevant Sectors

**Indicators of meeting this standard:**

| | |
|---|---|
| 7-1-1 | The faculty's mission and objectives indicate the faculty's encouragement of interaction with the local community and relevant sectors, and the educational process and research activities focus on this. |
| 7-1-2 | There is constructive interaction between the faculty and relevant sectors, as well as interaction with Arab, regional and international institutions. |
| 7-1-3 | The faculty adopts a clear policy for documenting relations with the local community and relevant sectors, including allowing them to be represented on certain faculty councils and committees involved in development. |
| 7-1-4 | The faculty conducts the surveys and studies necessary to assess the needs of the local community and the tourism and hospitality sector, develops plans to meet these needs, allocates the necessary budget and develops procedures to monitor implementation and efficiency. |
| 7-1-5 | The faculty carries out planned projects that contribute to the development of the community and the tourism and hospitality sector, and conducts periodic assessment studies to determine the efficiency and impact of said projects, and updates its plans periodically in line with its priorities. |

## 7.2 International Relations

**Indicators of meeting this standard:**

| | |
|---|---|
| 7-2-1 | The faculty has established agreements with scientific institutions for scientific exchange, whether of faculty members or students, or the exchange of training experiences and organization of workshops, conferences, and seminars. |
| 7-2-2 | The faculty facilitates regional and international exchange of faculty members and students and provides the appropriate resources therefor. |

📁 **Documents that can be referred to when collecting information relating to this standard:**

1. Surveys and studies conducted by the faculty to assess the needs of the local community and tourism and hospitality sector.
2. Annual or long-term plans to improve and support the local community.
3. Documents and annual reports demonstrating the extent of cooperation between the faculty and the local community and tourism and hospitality sector.
4. The number of studies, researches, and projects carried out based on the needs of the local community and in cooperation therewith.
5. The faculty's budget showing expenditure on projects serving the local community.
6. A table showing the services provided to the community including details such as:
   • Type of activity
   • Beneficiary
   • Executing party
   • Expenditure in Jordanian dinars
7. Agreements made by the faculty with various institutions, agencies, and organizations.
8. The number of students admitted and supported by members of the local community and the number of students on scholarships in various programs.
9. Documents showing how students and faculty members have benefited from international agreements made with the faculty.

# Eighth Standard: Scientific Research and Educational Exchange

## 8.1 Scientific Research

**Indicators of meeting this standard:**

| | |
|---|---|
| 8-1-1 | The faculty specifies its research needs and priorities, including the interests of its faculty members, as well as the areas of cooperation with various local and international institutions and organizations, and these priorities are consistent with the faculty's vision, mission, and objectives. |
| 8-1-2 | The faculty has a policy to deepen the relation between scientific research and education. |
| 8-1-3 | The faculty documents research methods and priorities. |
| 8-1-4 | The interaction between learning activities and research is reflected in the curriculum and teaching methods used within the faculty. |
| 8-1-5 | The study plan includes subjects that help prepare students for participating in, and developing, research. |
| 8-1-6 | The necessary financial, physical, and administrative support for the development of scientific research is provided. |
| 8-1-7 | Faculty members are provided with academic freedom to conduct scientific research and studies in a manner that would serve the faculty's vision, mission, and objectives and is reflected in the planning, development, and improvement of its programs. |
| 8-1-8 | Faculty members participate in research capability improvement programs. |
| 8-1-9 | The faculty demonstrates clear commitment to policies and procedures relating to scientific research, participation in local and international conferences, creativity encouragement, and support of participation in joint projects and research with local and international strategic partners. |
| 8-1-10 | The faculty supports research to the benefit of the community needs. |

## 8.2 Educational Exchange

**Indicators of meeting this standard:**

| | |
|---|---|
| 8-2-1 | The faculty has policies for cooperation with educational institutions in providing subjects under the plan, or to implement parts of it, and the respective study hours are specified. |
| 8-2-2 | The faculty must facilitate regional and international exchange of faculty members and students and provide the appropriate resources therefore. |
| 8-2-3 | The faculty has agreements with scientific institutions for scientific exchange of faculty members and/or students, or for the exchange of training experiences and organization of workshops, conferences, and seminars. |
| 8-2-4 | The faculty has clear policies and specific procedures for scholarships and dispatch, and is committed to implementing these policies and procedures. |
| 8-2-5 | The faculty's budget explicitly provides for supporting scholarships, and faculty and educational exchange. |

**Documents that can be referred to when collecting information relating to this standard:**

1. Policies, regulations, and procedures relating to scientific research and organization of conferences and seminars.
2. Documents showing local and international cooperation agreements and educational exchange between the faculty and other scientific institutions, along with proof of implementation of these.
3. The policies on faculty members' academic freedom and scientific research.
4. The academic committees set up for scientific research purposes and follow-up.
5. Samples of research papers and innovations of faculty members.
6. The criteria and procedures used in the assessment of faculty members with respect to published research papers.
7. The faculty's policy on scholarships, exchanges, or creativity of students and faculty members.
8. A summary of the scientific studies, research papers and innovations actually completed by faculty members and students, along with their titles and the names of the scientific periodicals in which they are published.
9. A summary of the roles of faculty members in the development of and follow-up on policies and practices relating to scholarships, innovations, scientific research, conferences, and seminars.
10. The number of conferences held in the faculty in the last three years and the number of local, regional and international conferences attended by faculty members.
11. Statistics of the number of students on scholarships and their exact specialties, as well as their progress in their studies.
12. The scientific research budget and balance sheet for the last three years and relevant regulations.
13. Lists of the amounts spent to support the research papers of faculty members and students in the last five years.

# Ninth Standard:
## Program Effectiveness

### 9.1 Program Monitoring, Evaluation and Upgrade

**Indicators of meeting this standard:**

| | |
|---|---|
| 9-1-1 | The procedures followed by the faculty to evaluate its programs are clearly defined, and assessments are carried out periodically as part of the faculty's general assessment and planning process. |
| 9-1-2 | The evaluation of the program includes the teaching and learning process, curriculum components, and learning strategies and outcomes. |
| 9-1-3 | The faculty publishes expected learning outcomes for every program offered and provides proof and evidence indicating that students who have graduated from its programs, to a large extent possess the said outcomes. |
| 9-1-4 | The faculty regularly involves students, faculty members, and other relevant sectors in the assessment of the educational program. |
| 9-1-5 | The faculty provides proof and evidence that the assessment activities performed lead to improvements of its teaching and learning process. |
| 9-1-6 | The faculty involves all stakeholders in developing the educational program based on the results of the assessment process, scientific advances, and international developments. |
| 9-1-7 | The college prepares future plans to develop its basic structure and programs and to increase its educational resources. |

### 9.2 Learning and Teaching Outcomes

**Indicators of meeting this standard:**

| | |
|---|---|
| 9-2-1 | The faculty specifies the competencies students will acquire upon graduation. |
| 9-2-2 | Student performance is analyzed based on their backgrounds, admission conditions, and qualifications, The results are used to support the committees responsible for student selection and the study plan and the student counseling committee, in making the appropriate decisions. |
| 9-2-3 | Standard measurements and procedures are used to determine the learning outcomes achieved by faculty graduates. |
| 9-2-4 | There is a periodic review of students' performance and their acquired competencies, skills, and tendencies. |
| 9-2-5 | The results of the review and assessment are used to improve learning outcomes, including knowledge, skills, and competencies. |

**Documents that can be referred to when collecting information relating to this standard:**

1. Documents showing the competencies that the faculty has specified students will acquire upon graduation.

2. Documents showing the standard measurements and procedures used by the faculty to determine the learning outcomes achieved by its graduates.

3. Evidence or information supporting the faculty's monitoring, evaluation, and upgrade of educational programs and assessment of program outcomes, including:

    A. Verified annual targets and evaluation results

    B. Studies conducted to follow up on graduates

    C. Studies conducted on the effectiveness of programs offered by the faculty

    D. The results of student, graduate, and faculty staff satisfaction surveys

    E. The results of employer satisfaction surveys

4. Documents demonstrating utilization of review and assessment results to improve learning outcomes, including knowledge, skills, and competencies.

# Tenth Standard:
## Quality Assurance Management and Continuous Improvement

| | |
|---|---|
| 10-1-1 | The faculty implements regular review procedures to determine the levels of achievement and to highlight and document shortcomings. |
| 10-1-2 | The renewal and development process carried out by the faculty is based on comprehensive studies of previous experiences, current activities, and future perspectives. |
| 10-1-3 | The faculty develops its vision, mission, and objectives in line with cultural, economic, social, and scientific developments in the community. |
| 10-1-4 | The faculty develops its policies, regulations, and organizational structure to keep pace with changing conditions and faculty needs. |
| 10-1-5 | The faculty amends curriculum components in line with scientific, social, economic, and cultural developments. |
| 10-1-6 | The faculty amends its admission policy and specifies the number of students according to changing needs, future projections, and prevailing conditions. |
| 10-1-7 | The faculty amends the competencies required from students upon graduation according to the needs of the environments in which students will work. |
| 10-1-8 | The faculty develops assessment methods and means according to changes in educational objectives and aspirations. |
| 10-1-9 | The faculty amends its employment policy and selection methods in order to achieve its vision, mission, and objectives. |
| 10-1-10 | The faculty renews its educational resources according to changes in its needs in terms of the number of students, status of faculty members, educational program, and contemporary academic principles. |
| 10-1-11 | The faculty controls, assesses, and develops the educational program. |
| 10-1-12 | The college sets up a higher committee for quality assurance comprising members characterized by high discipline, experience, and expertise with quality issues. The said committee develops, monitors implementation of, and makes decisions relating to general policies for quality. |

The faculty provides an office for quality assurance run by competent and qualified individuals who play a key role in ensuring the achievement of the faculty's vision, mission, and objectives by monitoring implementation of all relevant procedures. The said office undertakes the following duties:

- Ensuring that everybody is working within the faculty's vision, mission, and objectives.
- Adapting the faculty's institutional, organizational, and infrastructure to achieve it vision, mission, and objectives.
- Ensuring active participation of faculty members and administrative staff in the academic and administrative activities of the faculty.
- Reviewing and implementing quality assurance tools, such as policies, procedures, councils, committees, and other components in the faculty.
- Ensuring that academic programs design and organization, as well as the strategic plans of the faculty, fall within the specified standards.
- Ensuring that procedure of learning and teaching as well as assessment procedures followed are appropriate.

10-1-13
- Assuring the quality of its administrative and financial practices and procedures.
- Ensuring that knowledge tools, educational facilities, and available learning resources are appropriate for students.
- Monitoring student achievements.
- Monitoring the faculty's contribution to scientific research and community service.
- Carrying out a self-evaluation for the faculty and implementing a comprehensive strategic plan that is based on the assessment of needs and SWOT analysis.
- Monitoring the development of databases and efficient and effective use of data.
- Presenting management with periodic reports on the faculty's progress towards achieving its objectives, plans, programs, on the appropriateness of its resources, and on the challenges, strengths, and weaknesses at all programs levels.

**Documents that can be referred to when collecting information relating to this standard:**

1. The faculty's quality assurance development plans.
2. Statistics on the faculty's quality assurance staff, their exact specialties, and a description of their duties.
3. A list of the criteria used by the faculty to judge its quality practices and procedures.
4. The studies conducted by the faculty to assess its programs, plans, resources, and outcomes, and the resulting development procedures.
5. Performance indicators used by the faculty and the results of their measurement.
6. An analysis of the needs of the academic programs in the faculty.
7. The strategic plans for developing the faculty's resources.
8. Documents showing changes to the faculty and its programs since its establishment.
9. Faculty self-assessment reports or reports on the results of external assessment of the faculty or its programs in the last five years.

# Annexes

## Annex 1:

## Program Accreditation Standards for Hospitality, Tourism and Event Management
### (Bachelor Programs)

Issued from paragraphs (A, K) of Article (7) of the Enabling Law of Higher Education Accreditation Commission No. 20 for the Year 2007 and its Amendments

| | |
|---|---|
| Article 1 | These standards are called "Program Accreditation Standards for Hospitality, Tourism and Event Management for the Bachelor's Degree" and shall come into effect as of the date of issuance. |
| Article 2 | **Program Aims and Objectives / Learning Outcomes:**<br>**A. Program Aims and Objectives:**<br>• A mission statement, program objectives and student learning outcomes for the program exist and should be aligned with the mission of the parent university/college.<br><br>**B. To ensure appropriate learning outcomes are achieved, the following criteria should be met by the enrolled students:**<br>• Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements should be available in written form, taking into consideration the legislations of the Higher Education Council and the Higher Education Accreditation Commission.<br>• Transfer credit should only be granted for courses taken at another institution when the course work and the level of the transfer applicant's academic achievement permit the student to complete any remaining upper division professional course work satisfactorily.<br>• Appropriate career guidance and counseling should be available to all students.<br>• Periodic performance monitoring should track the progress of students toward meeting stated learning outcomes.<br>• Students should have reasonable involvement in the evaluation of the program's procedures and policies pertaining to student services. |

**Course Plan**

The study plan for the programs should be 132 credit hours as the minimum requirement to gain a Bachelor's Degree, distributed as follows:

**A. Basic Framework for Program Requirements**

Article 3

| Requirements | Credit hours |
|---|---|
| University requirements | 27 hours or as per Higher Education Council regulations |
| Faculty requirements | 15% of the total credit hours |
| Specialization requirements: obligatory, elective & support subjects | a) 60% of the total credit hours if the program is theoretical.<br>b) 60% of the total credit hours, of which the practical subjects must be between 50-55%, if the program is applied |
| Elective subjects (if any) | 6 credit hours maximum (to be chosen by each student according to his/her specialization) |

**B. Specialization subjects should be distributed in order to include the following:**

1. Core fields: For each specialization, core fields are set with a minimum of 4 fields. The minimum credit hours from each field are set according to the program accreditation standards, including the practical subjects (if any) and the graduation project (if any).
2. Supportive fields: Subjects that support the student's specialization applied from specializations or other programs in the college or other related colleges), the credit hours are set for each.
3. Practical training fields and the credit hours are set according to the program.
4. The university must assure complete syllabi and itineraries for any occupational license requirements, especially in occupations that require licenses from outside parties in order for them to work with the university.

**C. General requirements for specialization:**

- At least 30% of the major subjects should be taught in English.
- Field-based training should total 6-12 credit hours, for which students are required to complete a minimum of 800 contact hours in a hotel (rated 3-stars or higher), or in a tourism institution accredited to train students specializing in hospitality or event management.
- The college and department are responsible for achieving the training aims through a signed Memorandum of Understanding (MOU) with the tourism and hospitality industries, and for arranging a reporting system where the students and institutions provide written reports to the college about the field training period and industry benefits.
- Practical subjects: For courses that include practical work, one credit hour equates to two practical hours.

**First: Hospitality Management Program**

1. Basic and Supporting Areas of Knowledge

A. Compulsory Basic Areas of Knowledge

| Areas of knowledge* | Minimum credit hours |
|---|---|
| Accommodation Management<br>Includes subjects like: Front Office Management, Housekeeping Management, Reservation Management etc. | 9 |
| Food & Beverage Management & Operation<br>Includes subjects like: Food Production (1, 2), Food & Beverage Service, Nutrition Management, Food & Beverage Management, Safe Food Handling, Menu Planning etc. | 21 |
| Hospitality Managerial Functions<br>Includes subjects like: Principles of Hotel Management, Hospitality Marketing, Hospitality Accounting, Human Resource Management in Hospitality, Supply Chain Management, Entrepreneurship in Hospitality, Quality Assurance for Hospitality Services, Cost Control, Security Management, Crisis Managing, Accountant for Hospitality and Tourism, Revenue Management, Environmental Management, etc. | 15 |
| Specialization Skills<br>Includes subjects like: Hospitality Information System(1, 2), Customer Service, Communication Skills, International Culture, Scientific Research, Foreign Languages, Etiquette and Protocol etc. | 15 |

* It is permissible to add any field of knowledge other than the areas identified above, as deemed appropriate.

B. Supporting Areas of Knowledge

| Courses | Minimum credit hours |
|---|---|
| Includes subjects like: Introduction to Tourism, Sustainable Tourism, Principles of Economics, Event Management, Domestic Tourism, Tourism Statistics, Hotel and Tourism Legislation, Ethics of Hospitality and Tourism Professions, Tourism and Antiquities in Jordan, etc. | 9 |

2. Laboratories and Training Facilities: The universities must provide the following:

**A. Laboratories:** IT labs should be fully equipped (with a minimum of 20 devices in a minimum 60m2 area), and specialized software should be available.

**B. Training Facilities:** the following training facilities should be equipped according to Annex 2:

- Training restaurant
- Training kitchen
- Pastry kitchen
- Housekeeping mockup room
- Front office simulator
- Locker room
- Store areas for raw materials

**Second: Tourism Management Program**

1. Basic and Supporting Areas of Knowledge

A. Compulsory Basic Areas of Knowledge

| Areas of knowledge* | Minimum credit hours |
|---|---|
| Tourism Management Services:<br>Includes subjects like: Introduction to Tourism, Management of Travel and Tourism Agencies, Touristic Transportation Management, Travel Itinerary, Tour Guiding Techniques, Management of Tourism Organization | 9 |
| Tourism Managerial Functions :<br>Includes subjects like: Tourism Planning, Tourism Marketing, Tourism Accounting, Human Resources Management for Tourism, Entrepreneurship in Tourism, Event Management, Destination Management, Quality Assurance for Tourism Service, E-Marketing, Social Media Marketing, Financial Management for Hospitality and Tourism | 21 |
| General and Specialized Skills:<br>Includes subjects like: Foreign Languages, Customer Service, Scientific Research for Tourism and Hospitality, Tourism Information System, Communication Skills for Tourism, International Cultures, Etiquette and Protocol | 15 |
| Local Tourism Environment.<br>Includes subjects like: Tourism in Jordan, Tourism legislation, Sustainable Tourism, Tourism and Local Community, Tourist Geography of Jordan, Museum Management, Jordan Monuments, Eco-tourism | 15 |

*It is permissible to add any field of knowledge other than the areas identified above, as deemed appropriate.

B. Supporting Areas of Knowledge:

| Areas of knowledge | Minimum Credit Hours |
|---|---|
| Supporting Areas:<br>Includes subjects like: Economics of Tourism, Tourism Statistics, Hotel Management, Cultural and Heritage Sites Management, Special topics in Tourism, Tourism Occupational Ethics | 9 |

2. Laboratories and Training Facilities: The universities must provide the following:

**Laboratories and training facilities:**

A. Laboratories: IT labs should be fully equipped (with a minimum of 20 devices in a minimum 60 m2 area), and specialized software should be available (such as Opera, Galileo, and Sabre).

B. Training Facilities: the following training facilities should be equipped according to Annex 3.
- Travel agency

**Third: Events Management Program**

1. Basic and Supporting Areas of Knowledge

A. Basic Areas of Knowledge

| Areas of Knowledge * | Minimum credit hours |
|---|---|
| Events Planning and Designing: Includes subjects like: Introduction to Event Management, Financing and Sponsoring Events, Organizing Logistics Services, Crisis Management in Events, Events Proposal, Designing Events and Occasions, Exhibitions and Conference Managements, Private Events Management, Festivals and Banqueting Management | 15 |
| Managerial Functions: Includes subjects like: Events Marketing, Financial Management for Events, Human Resource Management for Events, Public Relations, E-Marketing, Marketing Research , Events Crisis, Assessing Events | 15 |
| General and Specialized Skills: Includes subjects like: Events Information System, Customer Service, Communication Skill, International Culture, Foreign Languages, Scientific Research | 15 |
| Hospitality and Tourism Skills: Includes subjects like: Introduction to Tourism, Introduction to Hospitality, Tourism in Jordan, Tourism Legislation in Jordan, Menu Planning, Food & Beverage Services, Principles of Cooking, Food & Beverage Management | 15 |

*It is permissible to add any field of knowledge other than the areas identified above, as deemed appropriate.

B. Supporting Areas of Knowledge

| Areas of Knowledge | Minimum credit hours |
|---|---|
| Supporting Areas: Includes subjects like: International Cultures, Etiquette and Protocol, MICE Tourism, Ethics and legislation in Events, Social Media Marketing, Entrepreneurship in Events, Quality Assurance Management | 9 |

2. Laboratories and Training Facilities: The universities must provide the following:

A. Laboratories: IT labs should be fully equipped and supported with all software specialized in managing events, (with a minimum of 20 devices in a minimum 60m² area).

B. Training Facilities: Training facilities should be at 60m² in area to accommodate 20 students (an average of 3m² per student).

**Faculty and Support Staff**

A. Members of Faculty:

First: Theoretical Programs:

Article 4

1. Number needed: Provide at least one faculty member for each of the main specialization areas, (it is permissible for one faculty member to be responsible for two specializations or more as needed). There should not be less than (4) full-time faculty members with a PhD in the field, and at least one of them should be an Associated Professor. Two members should be available when applying for the accreditation and the rest at the beginning of the third year from the date of accreditation.

2. The ratio of faculty members to students:
   - Humanitarian Specializations: (1:35)
   - Scientific Specialization (1:25)

3. For purposes of calculating the capacity, the following should be taken into consideration:
   - The number of full-time faculty members holding PhD degrees.
   - The number of full-time faculty members holding Master's degrees should not exceed 20% of the PhD full-time faculty members.
   - Full-time and part-time PhD faculty members can cover up to 20% of the credit hours of overtime
   - Faculty members' certificates should be ordered in sequence, from BA to PhD, and in the same specialization as possible taking into consideration inter-related specializations.

B. Take into consideration:

1. Diversification in the source of PhD certificates of faculty members.

2. A minimum of 50% of faculty members employed should have Jordanian nationality, and if there is more than one program in the specialization, then the same percentage of faculty members should be placed in each program in the specialization.

3. A minimum of 50% of employed faculty members should have contracts that are for no less than two years duration.

C. Registered students are considered regular students, including students who are registered in private (home) study and students with postponed enrollment.

D. Calculating the capacity for enrollment in each specialization is done using the following equation:

[100/ (specialization credit hours/total number of hours in plan)] X [(approved faculty members – number of faculty members from the specialization who teach other specializations + number of faculty members from other specialization who teach the involved specialization)] X ratio students: teachers.

E. It is allowed for the university to establish a department or unit specialized for teaching service courses fulfilling university and institute requirements.
1. Employing faculty members for this purpose in which a minimum of 40% of them should hold PhD and the rest hold Master's degrees.
2. The courses offered by the unit should take special course numbers assigned by the department.

F. Maximum teaching load per week for full time faculty members:
- Professors: 9 hours
- Associate and assistant professors: 12 hours
- Instructors: 15 hours
- Part-time lecturer: a maximum of 6 hours (permission is needed from the institution where he/she works as full-time)

G. Support and Technical Staff:
- Lab Supervisors: (if any)
  Lab supervisors should have a Bachelor degree, at minimum. The lab supervisor-to-student ratio should not exceed 1:20. Teaching load for supervisors should not exceed 18 contact hours per week.
- Lab Technicians:
  At least one technician holding a Bachelor degree or Diploma should be hired for each specialty.

Second: Applied Specialization:
1. Number needed:
Provide at least one faculty member for each of the main specialization areas, (it is permissible for one faculty member to be responsible for two specializations or more as needed). There should not be less than three full-time faculty members with a PhD in the field, at least one of whom should be an Associated Professor. Two members should be available when applying for the accreditation and the rest at the beginning of the third year from the date of accreditation.

2. The ratio of faculty members to students:
- Humanitarian Specializations: (1:25)
- Scientific specialization (1:20)

3. For purposes of calculating the capacity for the program, the following should be taken into consideration:
- Full-time faculty members holding PhD degrees.
- Full-time faculty members holding a Master's degree should not exceed the number of full time faculty members holding a PhD.
- Full-time practitioners should not exceed 50% of the total number of full-time PhD and Master's degree holders. They should have a Bachelor's degree as a minimum requirement and experience of no less than ten years in the practical field for the specialization.
- 25% should be added to the total number of full-time faculty with PhD/Master's degrees to cover over-time for full-time and part-time members.
- Faculty members' certificates should be ordered in sequence from BA to PhD, taking into consideration inter-related specializations if necessary.

B. Take into consideration:
1. Diversification in the source of PhD certificates of faculty members.
2. A minimum of 50% of faculty members employed should have Jordanian nationality, and if there is more than one program in the specialization, then the same percentage of faculty members should be placed in each program in the specialization.
3. A minimum of 50% of employed faculty members should have contracts that are for no less than two years duration.

C. Registered students are considered regular students, including students who are registered in private (home) study and students with postponed enrollment.

D. Calculating the capacity for enrollment in each specialization is done using the following equation:
[100/ (specialization credit hours/total number of hours in plan)] X [approved faculty members – number of faculty member from the specialization who teach other specializations + number of faculty members from other specialization who teach the involved specialization)] X Ratio students: teachers.

E. It is allowed for the university to establish a department or unit specialized for teaching service courses fulfilling university and institute requirements.

1. Employing faculty members for this purpose in which a minimum of 40% of them should hold PhDs and the rest hold Master's degrees.
2. The courses offered by the service departments should take special course numbers assigned by the department.

F. Maximum teaching load per week for faculty members:
- Professors: 9 hours
- Associate and assistant professors: 12 hours
- Instructors: 15 hours
- Part-time lecturers: a maximum of 6 hours (permission is needed from the institution where he/she works full-time)

G. Support and Technical Staff:
- Lab Supervisors:
Lab supervisors should have a Bachelor degree, at minimum. The lab supervisor-to-student ratio should not exceed 1:20. Teaching load for supervisors should not exceed 18 contact hours per week.

- Lab Technicians:
At least one technician holding a Bachelor's degree or Diploma should be hired for each specialty.

## B. Requirements of Faculty Members

1. Professional, clerical, and paraprofessional staff should be available and qualified to assist instructional faculty in preparation of materials, supervision, tutoring, and other general tasks.
2. Conditions of service, including appointment, promotion, salary, and workload should be equitable and administered ethically.
3. All members of faculty should be substantively involved in curricular development and evaluation, and in the formulation of academic policies and practices.
4. Mechanisms should be in place and regularly utilized for evaluating teaching effectiveness and academic advisement.
5. Most program core requirements should be taught by full-time faculty.
6. There should be evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated.
7. Members of the faculty/staff should demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.

**Article 5**

**Textbooks, Academic Journals, Lexicons, Encyclopedias, and Other Resources**

The library access system (including reference materials, texts, and on-line databases) should reflect the current needs of both students and faculty, including the following minimum requirements:

**A. Textbooks**
- Provide at least five different titles for each subject within the curriculum with at least two copies for each title.
- Provide at least 50 advanced textbooks in various areas of specialization.
- In all cases, there should not be less than 300 textbooks for each specialization.
- There should be a sufficient amount of textbooks, references, and academic journals made available in foreign languages.
- Ten percent of textbooks should be recent (published within the last two years).

**B. Academic Journals**
Provide academic journals for all specializations (hardcopy and softcopy), published within the last five years. Hardcopy versions of the journals should make up of at least 30% of all provided journals.

**C. Lexicon, Encyclopedias and Other Resources**
Provide a sufficient number of Arabic and foreigner references for study and research such as dictionaries, encyclopedia, biographical dictionaries, directories, secondary sources, atlases, and bibliographies. Paper references should not be less than 80% of the total references available.

**Article 6**

**Laboratories and Workshops**
The requirements for these are referred to under each specialty separately.

**Article 7**

**Facilities and Resources (classrooms, laboratories, equipment, tools, and teaching aids)**
- The program should have access to appropriate classrooms in order to satisfactorily meet minimum general accreditation criteria.
- The program should provide a computer laboratory fully equipped with the necessary hardware and software as mentioned in laboratories and training facilities for each program
- The program should provide the necessary facilities, equipment, and training tools for each specialization as mentioned in training facilities and related annexes .
- A computer should be provided for each faculty member.
- A plan must be provided for maintaining, replacing, and upgrading equipment and facilities related to each specialization.
- The following tools should be made available:
  - Educational maps
  - Educational statistical programs, such as SPSS or SAS.
  - Educational models
  - A guide for students behavior (code of ethics)

**Curriculum, Learning Outcomes, Department and Specialization Level Requirements:**

**First: Curriculum**

<table>
<tr><td>Article 8</td><td>

- The curriculum must achieve the goals and mission of the program.
- Content of subjects, learning activities and outcomes should be consistent with the program's goals and mission.
- The curriculum should provide students not only with a common body of knowledge in hospitality operations, but also with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society.
- The curriculum should enable students to understand and apply the concepts of problem-solving in general and to industry-related issues.
- The curriculum should be designed to provide a sequential and logical progression in course work.
- The curriculum should include an appropriate mix of theoretical and applied experience for achieving the educational objectives.
- Opportunities should be provided for advanced work in some of the subject areas, consistent with the program's objectives and capabilities.
- For each course offered specifically by the degree program, or under the prerogative of the program, there should be a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing specific objectives, subject-matter, learning outcomes, teaching method, and learning activities.
- The program should involve relationships with organizations outside of the institution, and each relationship should include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.

</td></tr>
</table>

**Second: Learning Outcomes**
The learning outcomes should achieve the following:

**1. Knowledge:**
- Students should acquire some in-depth knowledge within their specialization.
- Students should know how to apply theoretical and practical knowledge in a specific field of work or study.
- Students should be able to demonstrate the ability to think critically and analytically.

## 2. Skills

- Capable to form and manage a team and evaluate team members.
- Develop advanced technical skills in theoretical and practical problem solving.
- Able to clearly communicate and give feedback using proper communication channels.
- Demonstrate basic ability to supervise and evaluate team members.
- Demonstrate ability to communicate effectively and supervise.
- Able to work in a team.
- Proficient problem-solving skills
- Able to understand and apply the principles of theories and methods learned.

## 3. Competencies

- Able to implement policies and procedures;
- Able to evaluate productivity results;
- Develop appropriate responses to unpredictable circumstances;
- Capable to analyze others and train them in developing their performance. ;
- Capable of efficiently handling interdepartmental relationships;
- Able to conduct research pertaining to specialization.

### Third: Department and Specialization Level Requirements
### The following requirements should be met:

- The Head of Department for each specialization should have a minimum of three years of experience.
- An office for the Head of Department and a secretary dedicated to the department administration. One secretary can be responsible for a maximum of three departments.
- Equipment necessary for teaching should be available for faculty members.
- A university website containing all academic information.
- A mechanism in place to regularly review the academic program.
- A full archive of study materials, student records, counseling, graduate records, minutes of meetings for all department committees and other academic committees.
- Provide a photocopy machine to be used by administration and faculty members.
- Provide sufficient bulletin boards in the college (electronic or traditional).
- Develop a description for each syllabus subject (identify the objectives and the course content).
- Develop electronic and printed flyers to provide information on the specialization, its aims, the syllabus and course objectives and outcomes.
- Put in place a mechanism for evaluating the faculty.
- Provide a video room to include a TV, projector and accessories

|              | **Assessment and Exams** |
| ------------ | --- |
|              | **A. Program** |
|              | 1. All program components should be routinely evaluated, and the needed plans documented. |
|              | 2. Results of self-evaluation processes should be translated into programmatic change. |
|              | 3. The program should have procedures for maintaining an ongoing record of attainment of its graduates and utilize the derived information in its academic planning. |
| Article 9    | 4. Evidence of continuous planning for the event program should be available. |
|              | 5. The program should have a process for obtaining significant input from industry representatives and use of such information for program planning. |
|              | |
|              | **B. Students** |
|              | Develop different methods for assessing students: |
|              | 1. Exams (various types) |
|              | 2. Graduation projects |
|              | 3. Reports of field training |
|              | 4. Student research and reports |
|              | **Linkages and Progression** |
|              | 1. The program should be structured with sufficient operational independence, consistent with the mission and objectives of the institution, to enable the program to achieve its mission successfully. |
| Article 10   | 2. The courses that constitute the common body of knowledge in an area of specialization should be under the administrative prerogative of the Head of Department, who is required to have a minimum of three years of experience. |
|              | 3. The program should be described on the university website in order to present current and timely academic information in both Arabic and English, including course descriptions for each subject in the study plan. |
|              | **Funding Options** |
| Article 11   | 1. Financial resources should be sufficient to support the educational objectives and meet contractual obligations. |
|              | 2. The program should have sufficient financial stability to enable it to achieve its educational objectives over a reasonable future period. |
|              | **Provide Quality Assurance Department** |
|              | 1. Departments should conduct periodic self-assessments. The self-study should be prepared by the Head of Department and faculty in the year preceding the application for re-accreditation. |
| Article 12   | 2. The main focus of the self-study process should be on program self-reflection, quality assurance and program improvement. |
|              | 3. Coordination with the Higher Education Accreditation Commission to conduct a peer review of the programs according to the enabling laws of the HEAC. |

|             | **Employment Profile and Industry Link** |
| :---------- | :--------------------------------------- |
| Article 13  | 1. A relationship with the market institutions should be established in order to convince them of the usefulness of practical and field work, and to provide job opportunities for the program graduates. This is through relaying a clear and specific mechanism: |
|             | 2. Active collaboration, two-way communications, and feedback systems should be established between educators and employers in order to improve the integration of classroom learning and practical experience in the industry. |
|             | 3. Organizations where the students must spend their field work should have pre-agreed training schedules to include rotation through all departments. |
|             | 4. Universities must appoint supervisors to follow up on the progress of their students during their internships. |

# General Provisions

| Article 14 | The council will decide on any other matters not mentioned in this text. |
| :--------- | :----------------------------------------------------------------------- |

| Article 15 | These instructions and provisions will rescind any previous decisions in the case that they conflict with them. |
| :--------- | :-------------------------------------------------------------------------------------------------------------- |

| Article 16 | These instructions and criteria were issued under the decision of the commission Council No. (128/5/2011) Date (---/--/2013). |
| :--------- | :-------------------------------------------------------------------------------------------------------------------------- |