



Republic of Iraq  
Ministry of Higher Education and  
Scientific Research  
University of Basra  
College of Management and  
Economics



# Conformity Report With Program Accreditation Standards

Department of Economics  
2022-2023

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Ministry of Higher Education  
& Scientific Research  
UNIVERSITY OF BASRAH  
College of Admin & Economics

جمهورية العراق



وزارة التعليم العالي والبحث العلمي  
جامعة البصرة

كلية الادارة والاقتصاد  
وحدة الشؤون العلمية

العدد: ١٩٤٥١٨١٧  
التاريخ: ٢٠٢٤/٣/١٠

( امر اداري )

م / إعادة تسمية - قسم الاقتصاد

بناءً على مذكرة رئيس قسم الاقتصاد ذي العدد ٧٢٩ في ٢٠٢٤/٣/١٠ ، والحاكاً بالأمر الإداري المرقم ١٧٤٠/١٨/٧ في ٢٠٢٤/٣/٦ .....  
تقرر إعادة تسمية لجنة الاعتماد البرامجي والتصنيف الوطني في قسم الاقتصاد الى لجنة الاعتماد البرامجي و المكونة من السادة التدريسيين المدروجة أسماؤهم في الجدول ادناه :-

العضوية	اسم التدريسي	ت
رئيساً	أ.م.د. ربيع قاسم نجيل	١
عضواً	أ.د. امجد صباح عبدالعالي	٢
عضواً	أ.م.د. إيهاب عباس محمد	٣
عضواً	أ.م. حسين علي احمد	٤
عضواً	م.م. جعفر غازي عبدالرزاق	٥
عضواً	م.م. سهام ناصر كاظم	٦

أ.م.د. عبدالحسين توفيق شليبي  
العميد

٢٠٢٤/٣/١٠

نسخة منه الى :-

- مكتب السيد العميد - للعلم - مع التقدير .
- وحدة الشؤون العلمية - مع الاوليات .
- قسم الاقتصاد - مذكرتكم ذي العدد ٧٢٩ في ٢٠٢٤/٣/١٠ .
- الحسابات - لاجراء اللازم .
- التدقيق - لاجراء اللازم .
- شعبة الجودة - للعلم .
- الملفة الشخصية .
- الصادرة .

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## WORK TEAM

Membership	Name	No.
President	D. Rabei Qasim Thajeel	1
A member	Assist. Prof Muhammad Hassan Odeh	2
A member	Assist Lect. Siham Nasser Kazem	3

The concept of quality assurance and academic accreditation encompasses key concepts, which are:

1. Standards
2. Evaluation and Assessment
3. Accreditation

This implicitly means the commitment of the educational institution, whether it is a university, college, or department, to provide academic and educational services with specific standards, through the use of evaluation and assessment mechanisms, which may be internal or external, to obtain the required accreditation.

1. **Standards** : refer to the specifications necessary for education that can be accepted to ensure its quality, increase its effectiveness, and enhance its competitiveness. They serve as a benchmark that can be used when evaluating university performance by comparing it with the desired standard levels. Standards are divided into two types:
  - **Standard Standards**: These are the foundations set by the Center for Quality Assurance and Accreditation of Educational Institutions. They represent the minimum standards that the institution must meet in its educational programs.
  - **Approved Standards**: These are the foundations determined by the educational institution itself and approved by the Center for Quality Assurance and Accreditation of Educational Institutions, provided they are not less than the level of standard standards.
2. **Evaluation and Assessment** The concepts of evaluation and assessment lead us towards measuring the performance of the educational institution or the educational program.
  - **Evaluation**: The process of measuring the quality of performance in all activities with the aim of continuous improvement of future performance.
  - **Assessment**: A set of procedures and methods taken based on the results of the evaluation, ensuring the implementation of recognized standards to achieve the targeted quality levels in the educational institution.
3. **Accreditation** is an academic status granted to the educational institution or educational program in exchange for meeting approved and announced standards by accreditation bodies, with the aim of improving and developing the provided educational institutions and programs, in line with labor market and development requirements. It involves a set of procedures and processes carried out by the center to ensure that the institution has met the approved quality specifications and standards, and that its programs comply with the approved and announced standards. The educational institution is accredited based on two types of accreditations:
  - **Institutional Accreditation**: Ensuring that the institution has the capability and resources to implement its approved mission and objectives according to specific standards.



- **Programmatic Accreditation:** Evaluating programs at an educational institution that has obtained institutional accreditation, to ensure the quality of these programs and their compliance with the requirements of the awarded certificate in accordance with the announced standards and regulations, and recognizing that the educational program has met or at least reached the minimum quality standards.

The process of applying quality and accreditation in higher education is based on six foundations and pillars, which are:

1. Licensing Request
2. Initial Institutional Accreditation
3. Initial Programmatic Accreditation
4. Final Institutional Accreditation
5. Final Programmatic Accreditation
6. Quality Assurance

The Department of Economics seeks to obtain final programmatic accreditation, aiming to achieve specialized international accreditation. National accreditation (national ranking) serves as the key to obtaining international accreditation. Therefore, the question that arises now is: How can specialized international academic accreditation be obtained? This leads us to also explore the nature of international academic accreditation.

International accreditation generally refers to the recognition and approval of an educational program, where the evaluation is conducted by an international organization or specialized body according to specific and announced standards. It acknowledges that the evaluated program has met or reached the required level of the announced standards.

The specialized association for the academic programs of the College of Business and Economics to obtain international accreditation is the Association to Advance Collegiate Schools of Business (AACSB).

The steps to obtain specialized professional international accreditation from AACSB are as follows:

1. The institution seeking accreditation submits an application to AACSB.
2. The institution to be accredited is required to submit the necessary documents for accreditation, the most important of which are:
  - **Self-Evaluation Report:** This report reviews the current status of the institution or program, identifying strengths, weaknesses, opportunities, and threats in the academic curriculum, administrative system, social responsibility, and monitoring the academic and research contributions of faculty members.
  - **Involvement of Stakeholders:** It is necessary to involve faculty members, staff, students, and representatives from the labor market, whether from the public or private sector.
  - **Alignment with AACSB Standards:** The institution must align its strategic objectives with the accreditation standards issued by AACSB.
  - **Preparation of a Strategic Plan.**

The AACSB standards are divided into three main sections, each containing several standards as follows:

**First Section**  
**Strategic Management And**  
**Innovation**

## First Standard: Mission, Impact And Innovation

<b>Standard 1: Mission, impact and innovation</b>							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Approved Strategic Plan
			√			√	2) Mission
			√			√	3) Expected Outcomes
			√			√	4) Vision and Mission of the University (the institution to which the college is affiliated)
Appendices	Documentation			Application			Documentation Requirements for Judging the Availability of the Standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Providing the strategic plan, expected outcomes, and strategies adopted by the college in alignment with its mission.
			√			√	Describing the mission, expected outcomes, and strategies, and verifying their consistency with each other.
			√			√	Verifying the relationship between the college's mission and the vision and mission of the institution (university) to which the college belongs.
			√			√	Describing the process of verifying the impact of the mission on decision-making and identifying distinctive features.
			√			√	Describing how the mission influences decision-making in the college and the involvement of everyone in achieving the mission and expected outcomes.
			√			√	Describing the suitability of the mission for the college council, students, employers, and other stakeholders.
			√			√	Discussing how the mission positively contributes to the community, the education of administrative and economic sciences, and the success of graduates.
			√			√	Discussing the alignment of the mission with students, stakeholders, and the community in general.
			√			√	Describing how the mission, expected outcomes, and strategies clarify the college's focus areas related to educational activities and scientific output.
			√			√	Describing the alignment of teaching and learning models in study programs with the mission, expected outcomes, and strategy of the college.
			√			√	Describing the processes of formulating and reviewing the mission,

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							determining the expected outcomes, and formulating the strategy, and how they are related and integrated.
			√			√	Summarizing and documenting the success achieved in continuous improvement and innovations realized since the last accreditation review over the past five years.
			√			√	The college's mission and expected outcomes are characterized by transparency and are (available) to everyone.
			√			√	Evaluating and documenting the progress made in achieving the mission.
			√			√	Future activities for continuous improvement align with and support the mission, outcomes, and strategies.
			√			√	Identifying future plans for continuous improvement and potential opportunities for innovation.
			√			√	How future plans are related to the mission, expected outcomes, and strategies, and how resources and responsible parties are identified.
			√			√	Defining responsibilities and timelines for implementing activities that support the mission.
Documentation				Application	Content	Availability	Summary of the initial audit
Completely documented				Complete Application	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes: Availability and documentation of strategic plans, scientific plans, and improvement and achievement plans for the past years							

## Second Standard: The Impact of Scientific Contributions and Their Alignment with The Message

Standard 2: The impact of scientific contributions and their compatibility with the message							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	Table of Research Portfolio and Scientific Contributions and Publication Methods
			√			√	Impact Assessment Indicators
Appendices	Documentation			Application			Documentation Requirements for Judging the Availability of the Standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	<b>The impact of academic research and scientific contributions on theory and practical application, and the teaching of administrative and economic sciences.</b>
	√			√			<b>Analysis of the impact of scientific contributions on the mission and community service.</b>
			√			√	<b>Consistency of the results of the impact assessment indicators of scientific contributions with the mission.</b>
			√			√	<b>Quality of the academic research portfolio and scientific contributions, and examples of achievements regarding their originality.</b>
			√			√	<b>Clear contribution of faculty members to the portfolio of scientific contributions in each specialty.</b>
			√			√	<b>Use of policy guidelines to direct faculty members in presenting scientific contributions.</b>
			√			√	<b>Clear alignment between research priorities in the portfolio of scientific contributions with the mission, outcomes, and strategies.</b>
			√			√	<b>The impact of scientific research on theory, practice, and/or future teaching.</b>
			√			√	<b>Contribution of faculty members' relationships with other institutions in generating joint scientific contributions and achieving the college's mission.</b>
			√			√	<b>Description of the method for documenting high-quality and high-impact scientific</b>



							<b>contributions over the past five years.</b>
			√			√	<b>Availability of evidence of older scientific contributions to document the level of impact and achievement over time.</b>
Documentation				Application	Content	Availability	Summary of the initial audit
partial				partial	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes: Documenting the department's scientific activities and contributions on an annual basis							

## Third Standard: Financial Strategies and Resource Allocation

Standard 3: Financial strategies and resource allocation							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
	√			√			1) Annual Operating Budget
	√			√			2) Investment Budget and Sources of Funding for Major Projects
			√			√	3) Sources of Funds
Appendices	Documentation			Application			Documentation Requirements for Judging the Availability of the Standard
	Undocumented	partial	complete	Not applied	partial	Complete	
	√			√			Description of the financial strategy and its ability to ensure financial resources
	√			√			Description of the contingency plan to address resource shortfalls.
	√			√			Adequacy of financial resources to provide appropriate infrastructure for education and other high-quality teaching methods.
	√			√			Amount of financial support to provide student services and academic advising.
	√			√			Adequacy of financial resources to provide services such as distance learning and others.
	√			√			Adequacy of financial resources to provide support

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							for high-quality scientific contributions.
	√			√			Description of changes in financial resources for current and planned activities and the financial model for the next five years.
			√			√	Presentation and discussion of funding sources for major projects.
	√			√			Adequacy of financial resources to provide and improve administrative and economic education and support all high-quality teaching and learning programs and methods.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Undocumented				Not matching	partial	partial	
							The final result of the standard audit
Supporting notes: Financial affairs are managed by the College's Accounting and Auditing Divisions The department's sources of funds are fees for parallel education and private expenses for postgraduate studies							

## Second section

Participants: students, faculty  
members, employees, academics  
and specialists

## Fourth Standard: Acceptance Students and You Graduate Them

Standard 4: Student acceptance and graduation							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Policies and Procedures for Student Admission in Undergraduate and Graduate Studies
			√			√	2) Examination Instructions
			√			√	3) Examination Results for the Last Semester / Final Year
Appendices	Documentation			Application			Documentation Requirements to Judge the Availability of the Standard:
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of admission policies and instructions, and proof that they are aligned with the expectations of the academic programs and the college's mission.
			√			√	Documentation of the students' academic status and how admission policies and processes are applied, providing logical justifications for any exceptions.
			√			√	Description of efforts made to ensure diversity in students' academic backgrounds to guarantee interaction and development among students.
			√			√	Description and evidence of the success of the college's policies and procedures in preparing admitted students to benefit from the required teaching and learning models.
			√			√	Documentation and proof of the effectiveness of current policies and

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							procedures in ensuring academic progress and completion of graduation requirements.
			√			√	Ensuring the integrity of student participation in evaluating academic programs through paper and electronic surveys.
			√			√	Examination of data on success rates in academic programs, including planned (expected) rates under normal circumstances.
			√			√	Documentation of processes and proof of the effectiveness of supporting employment opportunities during study and after graduation.
			√			√	Data on graduate employment rates over the past five years (including meetings with graduates).
			√			√	Documentation of annual performance levels and student achievement information on an annual basis.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Completely documented				Complete	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes: Implementing all instructions and laws established by the Ministry regarding student affairs							



## Fifth Standard: Adequacy of Teaching Faculty and Their Distribution

Standard 5: Adequacy and distribution of faculty members							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Instructions and Guidelines for Faculty Members
			√			√	2) Teaching and Learning Models
			√			√	3) Examination Results
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	The degree of application of faculty members' work instructions and their alignment with the mission.
			√			√	Periodic review of faculty members' performance indicators to ensure continuous improvement.
			√			√	Description of teaching and learning models and the distribution of work among faculty members and specialized academic staff.
			√			√	Discussion of faculty members' participation in the development, monitoring, evaluation, and review of curricula, and comparison with similar programs nationally, regionally, and globally.
			√			√	Discussion of faculty members' participation in the development of course materials, content development, and learning assessment for each course, unit, or lecture.
			√			√	Description of faculty members' participation in course implementation

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							and ensuring that instructions are communicated to all instructors delivering the course.
			√			√	Description of faculty members' participation in learning evaluation and ensuring that the specified commitments to the learning process are met.
			√			√	Verification of the availability of a sufficient number of faculty members to ensure the achievement of all other mission activities.
			√			√	Verification that permanent faculty members allocate at least 75% of their time to teaching.
			√			√	Verification that permanent faculty members participate in teaching at least 60% in each specialty, academic program, location, and teaching method.
			√			√	Verification of the distribution of permanent faculty members across programs, specialties, locations, and teaching methods in alignment with the college's mission.
			√			√	Description of the role of teaching assistants in large classes and documentation of how this model supports high-quality academic programs and the standard of interaction between students and faculty members.
			√			√	Verification of faculty members seconded from other institutions and the impact of this model on

							achieving the mission and ensuring academic quality.
Documentation			Application	Guaranteed	Availability	Summary of the initial audit	
Completely notarized			Complete Mutabbaq	Complete match	Fully available		
Satisfied						The final result of the standard audit	
Supporting notes:							

## Sixth Standard: Administration of Teaching Staff and Support Them

Standard 6: Management and support of faculty members							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Workload Schedules for Faculty Members by Their Titles
			√			√	2) Faculty Evaluation System
			√			√	3) Faculty Evaluation Plan
			√			√	4) Methods for Managing and Supporting Teaching Assistants
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of the process for determining faculty members' responsibilities.
		√			√		Description of the process for setting performance expectations for faculty members.
			√			√	Description of the method for clearly communicating the required effort to faculty members, allowing for appropriate time investment.
			√			√	Description of the transparent, fair, and reasonable distribution of workload among faculty members.
			√			√	Description of the regular process for evaluating, promoting, and rewarding faculty members.

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			√			√	Verification of the implementation of mechanisms for guiding faculty members and providing advice and counseling, contributing to a comprehensive educational environment.
			√			√	Description of methods for managing and supporting teaching assistants in alternative teaching models.
			√			√	Verification of the plan for providing faculty members and the procedures for ensuring the expected resources.
			√			√	Verification that performance evaluation systems include the results of scientific contributions.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
partial				partial	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							

**Seventh Standard : Adequacy of Academic Staff Specialists And Distribute Them**

Standard 7: Adequacy and distribution of specialized academic staff							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Tables of Numbers and Specifications of Specialized Academic Staff
			√			√	2) Distribution of Specialized Academic Staff Across Scientific, Educational, and Administrative Activities
			√			√	3) Development Program for Specialized Academic Staff
Documentation				Application			

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Appendices	Undocumented	partial	complete	Not applied	partial	Complete	Documentation requirements to judge the availability of the standard
			√			√	Description of the resource plan to provide specialized academic staff to offer scientific assistance to students, enhance learning, and develop education and information technology.
	√			√			Proof that specialized academic staff and services are sufficient to support student learning and academic development.
			√			√	Clarification of the adequacy of specialized academic staff in supporting scientific contributions, consultations, academic advising, alumni affairs, public relations, financial affairs, and student admissions.
			√			√	Description of recruitment procedures and systems for developing and evaluating specialized academic staff and their role in achieving high-quality educational outcomes.
			√			√	Verification of the management and development processes of specialized academic staff.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
partial				partial	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							



## Section Three Education and learning

### Standard 8: Curriculum Management and Learning Assurance

Standard 8: Curriculum Management and Learning Assurance							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
						√	1) Learning Objectives for Each Academic Program
						√	2) Curriculum Improvement Procedures and Their Link to the Learning Process
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of the processes linking and aligning curriculum management operations with the college's mission, outcomes, and strategies.
			√			√	Description of the mechanism for involving qualified faculty members in curriculum management.
			√			√	Description of the method for determining learning objectives, designing, and continuously reviewing the content of academic programs.
			√			√	Description of the sources of information used to develop new or revised programs.
			√			√	Description of how teaching and learning models are adopted and work is divided.
			√			√	Description of the interaction between faculty members and between faculty members and staff to enhance the learning process.
			√			√	Description of how stakeholder expectations, labor market demands, alumni, students, community, and policymakers are incorporated into the curricula and learning objectives.

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		√			√		Evidence and proofs demonstrating the achievement of learning objectives and a repository of documented improvements based on accumulated evidence.
			√			√	Availability of a portfolio of evidence for each academic program to prove students' achievement of learning objectives and efforts to address any unmet objectives.
			√			√	Description of the process for reviewing and developing new or revised curricula.
			√			√	Description of the methods and activities for evaluating curricula and the achieved outcomes.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
partial				partial	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							

**Ninth standard: Curriculum content**

Standard 9: Curriculum content							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Learning Experiences Required for Graduation for Each Program
			√			√	2) General Skills Required for All Programs
			√			√	3) Specialized Skills for Master's and Doctoral Programs
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of acceptable learning experiences in the course

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							syllabi for preparing graduates for administrative and economic positions.
			√			√	Availability of areas that curricula must cover, which can be transformed into competencies consistent with the learning objectives of the academic programs.
			√			√	Description of the method for adopting and documenting general skill areas for bachelor's programs.
			√			√	Description of the method for adopting and documenting general knowledge areas for bachelor's programs.
			√			√	Description of the method for adopting and documenting general knowledge and skill areas for master's programs.
			√			√	Description of the method for adopting and documenting advanced research areas and deep advanced knowledge in the field of specialization for doctoral programs.
			√			√	Description of appropriate learning experiences for the specified areas in achieving the standard, including how the areas are determined and their suitability for the curricula.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Completely notarized				Complete	Complete match	Fully available	
							The final result of the standard audit
Supporting notes:							

## Tenth standard: Interaction between students and faculty members

Standard 10: Interaction between students and faculty members							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Learning Objectives for a Set of Programs
			√			√	2) Curriculum Model Describing Interaction Between Students and Faculty Members
			√			√	3) Syllabi for a Set of Academic Programs
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of how curricula include opportunities for interaction among students themselves and between students and faculty members to facilitate learning.
			√			√	Availability of evidence on models of interaction between students and faculty members to achieve learning objectives.
			√			√	Description of classroom observation models to monitor and accurately record the behavior of faculty members and students (methods used).
			√			√	Availability of opportunities for students to work together and engage in learning activities.
			√			√	Description of activities that enable students to access faculty members.
			√			√	Description of the guidance and feedback provided and the dialogue



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							between students and their teachers.
			√			√	Description of how extracurricular activities are implemented.
			√			√	Examples of syllabi and activities that confirm the achievement of interaction.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Completely notarized				Complete Mutabbaq	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							

**Eleventh Standard: The Level And Structure Of Study Programs And Its Equivalent**

Standard 11: The level and structure of study programs And its equivalent							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Examples of Academic Programs
			√			√	2) Sample Academic Certificate
			√			√	3) Regulations for Evaluating, Accrediting, and Accepting Courses and Materials
	√			√			4) Graduation Certificates for Students Who Graduated in Less Than the Standard Duration
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Proportions of knowledge included in academic programs that cover the content and achieve engagement.

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			√			√	Evidence of equal efforts required and expected from students and the quality of education in programs leading to the same certificate.
			√			√	Description of the study models for accredited courses required to obtain the certificate as specified by the accreditation system, lecture hours, or other measures.
			√			√	Description of the method for implementing the policy of evaluating, accrediting, and accepting courses and materials studied by students at other universities.
	√			√			Description of how students complete courses when graduating in less than the standard duration according to their skills and abilities.
			√			√	Verification of the application of the credit hour system.
			√			√	Verification of the implementation of courses under the direct assessment system to obtain the certificate after proving the required competency and the proportion of these courses.
	√			√			Verification of quality control and monitoring in joint program agreements with partner institutions, and ensuring student supervision.
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
partial				partial	partial	partial	
							The final result of the standard audit
Supporting notes:							

## The twelfth standard: Teaching effectiveness

Standard 12: Teaching effectiveness							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) Development and Continuous Improvement Initiatives for the Past Five Years
			√			√	2) Faculty Performance Evaluation Model
			√			√	3) Awards and Certificates of Appreciation Received by Faculty Members for Outstanding Teaching
			√			√	4) Innovative Educational Experiences with a Positive Impact on Student Learning
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	Description of the method for evaluating teaching quality when reviewing the performance of faculty members and specialized academic staff.
			√			√	Description of activities for developing teaching capabilities for all teaching staff, including all teaching methods, educational curricula, and instructional materials for academic programs.
			√			√	Description of how faculty members engage students in learning different perspectives and enable them to express their opinions freely.
			√			√	Description of how all teaching staff participate in enriching education and improving the quality of student learning.

			√			√	Verification of the adoption of a clear and transparent methodology for evaluating teaching quality as an essential part of the performance review process for all teaching staff.
			√			√	Verification of student participation in evaluating faculty members.
			√			√	Summary of awards or other certificates of appreciation received by faculty members.
			√			√	Documentation of innovative and/or effective educational experiences that have had a significant positive impact on student learning.
Documentation	Application			Guaranteed	Availability	Summary of the initial audit	
Completely notarized	Complete Mutabbaq			Complete match	Fully available		
Meets the matching rate							The final result of the standard audit
Supporting notes:							

### Thirteenth standard: Scientific and professional participation of students:

Standard 13: Scientific and professional participation of students							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	1) <b>Learning models used</b>
			√			√	2) <b>Teaching methods models used</b>
			√			√	3) <b>Experimental learning opportunities models</b> <b>Documentation requirements to judge the availability of the standard</b>
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
			√			√	<b>Description of how students interact with difficult learning situations they face</b>

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							<b>when using any teaching and learning model</b>
			√			√	<b>Description of the learning process in the form of projects, research, presentations, exams, etc., and their results</b>
			√			√	<b>Description of how educational methods are used to raise the level of student challenge, including problem-based learning, project preparation, simulations, etc.</b>
			√			√	<b>Description of experimental learning opportunities to understand applications in fieldwork institutions</b>
			√			√	<b>Description of scientific and professional participation curricula and their adequacy and alignment with the type of study programs and learning objectives</b>
			√			√	<b>Description of student participation in evaluating faculty members and using the results as feedback</b>
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Completely notarized				Complete Mutabbaq	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							

## Fourteenth standard: Education of executives

Standard 14: Education of executives							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
	√			√			Disclosure of executive education resources and their percentage of revenue
	√			√			Executive education program portfolio model
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	complete	Not applied	partial	Complete	
	√			√			Description of the executive education program portfolio and how it contributes to achieving the mission
	√			√			Description of the method for integrating executive education programs with academic programs and scientific contributions, with sufficient examples
	√			√			Description of the target audience of the programs, the education levels of the beneficiaries, and how the program portfolio aligns with the college's mission and strategy
	√			√			Description of the procedures for determining the extent to which executive expectations are met and identifying opportunities for development and improvement
	√			√			Examples of admission opportunities in academic programs created by executive education
	√			√			Description of the method for ensuring beneficiary expectations are met and its impact on program development
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
partial				partial	Not matching	unavailable	
Not fulfilled							The final result of the standard audit
Supporting notes:							

## Standard: Qualifications of faculty members and their contributions

Standard 15: Faculty members' qualifications and contributions							
Appendices	content (identical)			Availability			General accreditation requirements
	Not matching	partial	Complete	unavailable	partial	complete	
			√			√	<b>Policy defining the qualifications of faculty members</b>
			√			√	<b>Table showing the adequacy and qualifications of faculty members for the current academic year</b>
			√			√	<b>Table of the development of faculty members according to their qualifications and contributions to programs for the current academic year</b>
			√			√	<b>Plans for the appointment and distribution of qualified faculty members over the next five years</b>
Appendices	Documentation			Application			Documentation requirements to judge the availability of the standard
	Undocumented	partial	Completely	Not applied	partial	Complete	
			√			√	Method of applying the policy that defines the qualifications of faculty members and their distribution across departments and various activities
			√			√	Description of the method for dealing with modern scientific specializations and the models applied in providing faculty members
			√			√	Method of classifying and distributing faculty members, details of faculty participation activities, their impact, and timing
			√			√	List of faculty members from the partner institution in joint programs
			√			√	Clarifications on changes in the distribution of faculty members made in the past five years

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			√			√	Content of strategies and plans for the appointment and distribution of qualified faculty members over the next five years
			√			√	Verification that faculty members who teach non-specialized subjects in multidisciplinary programs are not added
			√			√	Description of the qualifications of assistant teachers, trainers, or other support staff involved in alternative teaching methods
			√			√	Evidence of maintaining high-quality results using teaching assistants
Documentation				Application	Guaranteed	Availability	Summary of the initial audit
Completely notarized				Complete Mutabbaq	Complete match	Fully available	
Meets the matching rate							The final result of the standard audit
Supporting notes:							