



**Libyan International University**  
**Learning Commission**

# **Regulations for Establishing and Developing Educational Programs**

**2016**

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## Chapter-I

### Nomenclature, Definitions and Aims

This document is entitled "Regulations for Establishing and Developing Educational Programs"		<b>Article I-</b> <b><u>Nomenclature</u></b>
Words and phrases used in this document have the following meaning unless otherwise specified		<b>Article II</b> <b><u>Definitions</u></b>
The Libyan International Medical University (LIMU)	The University	
LIMU Council	University Council	
Any College, center or institute affiliated to LIMU	College	
College Academic Department	Department	
A block is a multidisciplinary, time-bound, theme focused educational unit used in the PBL system	Block	
A unit consisting of multiple subjects within the same discipline in the traditional system	Educational Unit	
The core document required for leading, implementing and evaluating the educational process in a specific field and ends with a degree	(Program Plan)	
It is the basic document of leadership, implementation and evaluation of the teaching and learning process in a specific course of study	(Course Plan)	
This plan is prepared at the beginning of each instructional year, and is delivered to students at the beginning of the semester or the academic year if the course is annual.	(Detailed Course Plan)	
Regulate the general principles for curriculum development, curriculum revision, and approval of all the academic programs conducted by the colleges, centers and institutes of the university and under which the student gets the first university or graduate education degree. It also aims to establish good quality educational plans and programs. In the case of post-graduate studies, there shall be a collaboration between the concerned university provosts.		<b>Article III</b> <b><u>Goals</u></b>





## Chapter II

### Principles and General Rules

<p>A. Curricula are essential and binding documents for leading, planning, implementing and evaluating the educational process in colleges, centers and institutes of the University.</p> <p>B. Curricula consists of the plans for each of the following: programs, courses, blocks and educational units.</p> <p>C. Program and general course plans are central documents and can only be changed through the University Council.</p> <p>D. The detailed course plans and block plans are non-central documents and can be changed/modified or developed by college teams. They shall be authenticated by the college Council after review by the college curriculum development committee. They also need to be finally approved by the Learning Provost.</p>	<b>Article IV- Principles</b>
<p>Curricula shall be developed based on the following rules:</p> <ol style="list-style-type: none"><li>Community needs assessment shall build on ministerial reports, relevant national and international agencies and labor market needs.</li><li>The currently implemented educational activities shall undergo an evaluation.</li><li>Design by building on most up to date scientific literature.</li><li>Design by utilization of comparative studies addressing similar curricula in the region and the world.</li></ol>	<b>Article No. V Rules</b>
<p>Curricula shall aim for the following:</p> <ol style="list-style-type: none"><li>Implementing interactive, integrative educational strategies with PBL focus.</li><li>Establishing a firm, long term, well-grounded foundation for the educational process.</li><li>Developing outcome-based curricula.</li><li>Ensuring the mutual complementary relationship between the intended outcomes,</li></ol>	<b>Article No. VI Aims</b>

content, educational strategy, instruction and assessment.

- e. developing the student as a person through content shall aims.
- f. Varying student's activities to ensure alignment of theory with practice, teaching, learning and research.
- g. Aligning graduate and post-graduate studies with undergraduate studies and establishing a founding for continuing education.
- h. Creating a balance between curricular and extra-curricular activities and allowing for independent scientific activities.
- i. Creating a balance between the general university requirements and the general college requirements.
- j. Strengthening the relationship between practice and theory through focusing on skills, symposia, research and application.
- k. Ensuring vertical and horizontal integration of courses.

*Adel Atawaty*

## Chapter III

### Procedure for curriculum development and revision

<p>a. College dean applies for developing /reviewing a curriculum to the university president if it concerns programs or general course plans, which shall have been discussed and approved by the concerned curriculum development committee. This application shall have been pre-approved by the university Learning Provost (LP). Steps towards achieving this shall include:</p> <ol style="list-style-type: none"><li>1. LP shall present a detailed proposal and a draft resolution in to the name of the University Council based on applications received from faculties.</li><li>2. Following approval by the University Council, LP shall issue the resolution necessary resolutions to develop/review program plans and/or general course plans. LP shall specify who shall be in charge of implementing the resolution (s).</li><li>3. LP shall form committees charged to develop/review curricula related to the General University Graduation requirements.</li><li>4. LP shall form committees/individuals charged to develop/review curricula related to the Program and general course plans in response to CDC recommendation. This later shall have been approved by the college council before referral to the LP.</li><li>5. The resolution issued by LP regarding program and general course plans shall include/specify the following: University Council resolution, responsibilities of the committee (s) that was/were formed to implement the university resolution and the time period during which the task is to be finalized.</li><li>6. Curriculum development/review proposal shall be presented and discussed by the University Council during the first quarter of the academic year and shall be implemented the following year unless otherwise specified by the University Council.</li></ol>	<b>Article VII</b>
<p>Faculty members involved in curriculum development/review shall have at least 3 years of experience as educators.</p>	<b>Article VIII</b>



The Learning Provost is the authority responsible for preparing the principles and rules for curriculum development/review. This is based on article No. (31)/item No. (2) of the university statute. The director of the "Educational Programs Office" is also responsible for monitoring the performance of committees/individuals assigned to curriculum development/review and presents performance reports to the Learning Provost.

**Article IX**



## Chapter IV

### Curricular Components

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The program plan consists of the following principal elements:

- a. The general aims of the program.
- b. The intended program outcome.
- c. The general program content. This shall include a condensed summary of the main contents of courses, university requirements and program specific requirements.
- d. The program structure including number of years, course credit hours and course-weeks, distribution of credit hours on different educational/learning activities. Educational activities include PBL sessions, symposia, lectures, field training, labs, clinical teaching, graduation projects, report writing etc.
- e. A summary of the educational plan content including: courses titles, the essence of the courses, course' descriptions and their distribution and the departments in charge of conducting the courses. The following table can be used as a template for the same purpose. This template shall be modified to suit the course type and the method of instruction.

Course	Course Nature	Course description	Credit hours distribution			Department in charge
Course title	University requirement/ College requirement/ Foundational/ Specialty		Theory	Practical	Field training	



<p>The General course plan consists of the following principal elements:</p> <ul style="list-style-type: none"> <li>a. Course description.</li> <li>b. Course outcomes.</li> <li>c. Course content.</li> <li>d. Instructional strategy.</li> <li>e. Student assessment methods.</li> <li>f. Suggested educational resources</li> </ul>	<p><b>Article XI</b></p> <p><b>Course general plan</b></p>
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<p>The detailed course plan consists of the following principal elements:</p> <ul style="list-style-type: none"> <li>a. Core data on the course.</li> <li>b. Course description.</li> <li>c. Course outcomes.</li> <li>d. Content of the educational activities with a date/time matrix for different subjects.</li> <li>e. Instructional strategy.</li> <li>f. Instructions, tasks, conditions and study regulations.</li> <li>g. Specifying Student assessment methods, assessment dates and the grading system.</li> <li>h. Suggested educational resources.</li> </ul>	<p><b>Article -XII</b></p> <p><b>Detailed course plan components.</b></p>
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## Chapter V

### Standards for developing/reviewing program plans

<ul style="list-style-type: none"><li>a. Compliance with the minimum and maximum university specified credit hours for each program.</li><li>b. Coding courses by a unified system within the department/college.</li><li>c. Ascertaining that courses are not duplicated within the college.</li><li>d. LIMU departments shall strive for the highest degree of collaboration.</li><li>e. The plan shall include in addition collaborative/summer programs in each department.</li><li>f. The plan shall give enough attention to the practical training and skill development.</li><li>g. English is the language of instruction in LIMU.</li><li>h. Ensuring vertical and horizontal integration between courses and fulfillment of any course pre-requisites.</li></ul>	<b>Article XIII</b> <b>Standards</b> <b>for</b> <b>preparation</b> <b>of</b> <b>educational</b> <b>plans</b>
<p>There shall be a statement of the program mission and its objectives. The objectives have to be simple, specific and measurable. Faculty shall ascertain that the program is actually serving its objectives and that these objectives are aligned with those of the department, college and university. The program shall also have definite reference standards and that the actual outcomes shall match those intended. The NCQAA "Program Description Form" needs to be filled in.</p> <p>On describing a program for review, there shall be an alignment between program content, its mission, objectives and outcomes. Therefore, the following have to be taken into consideration:</p> <ul style="list-style-type: none"><li>a. Alignment of the program with its objectives.</li><li>b. Alignment of the program with national and international accreditation standards.</li><li>c. Benchmarking of the program in order to enhance program performance and quality.</li></ul>	<b>Article XIV</b> <b>Standards</b> <b>for</b> <b>reviewing</b> <b>the</b> <b>educational</b> <b>program</b>





<ul style="list-style-type: none"> <li>d. Presence of a detailed program plan.</li> <li>e. Presence of detailed plan for each course in the program. This plan shall indicate the following: general course description, language of instruction, objectives, educational strategy, assessment methods, learning resources and methods of development and quality improvement.</li> <li>f. Distribution of courses.</li> <li>g. Presence of documented, published, overall aims of the academic program which identify the knowledge and skills to be accomplished and that these aims respond to work market needs.</li> <li>h. Presence of detailed, published objectives that stem from the overall aim of the program.</li> <li>i. Alignment of the program aims with the missions and objectives of the department, college and university.</li> <li>j. Objectives shall build on national, regional and international reference standards</li> <li>k. Presence of knowledge and skills outcomes that are measurable and aligned with the declared program aims.</li> <li>l. Presence of mechanisms and tools that make evaluation of outcomes possible and useful for further program improvement.</li> <li>m. Participation of all stakeholders such as faculty, students, graduates, local community and employers in the process of program design and review.</li> </ul>	
<p>In order that students to achieve what is intended, the description of the detailed educational plan shall guarantee that the contents and design are in alignment with the program mission and aims.</p> <p>When reviewing the detailed educational plan, the following has to be taken into consideration:</p> <ul style="list-style-type: none"> <li>a. Alignment of the plan and program outcomes and aims.</li> <li>b. Alignment of the educational plan with national and international accreditation standards.</li> <li>c. The plan shall build on national, regional and international reference standards</li> <li>d. Presence of a detailed educational plan. This plan shall indicate the following: general description of courses, course categorization, the sequence in which</li> </ul>	<p><b>Article XV</b></p> <p><b>Standards</b></p> <p><b>of</b></p> <p><b>reviewing</b></p> <p><b>the</b></p> <p><b>detailed</b></p> <p><b>educational</b></p> <p><b>plan</b></p>



courses are run, credit hours and pre-requisites.

- e. Presence of a detailed plan for each course with a detailed description, instruction language, objectives, adopted educational strategies, student assessment methods and learning resources.
- f. Categorization of courses as obligatory, student selected component or elective, and whether the course is a university or college or departmental requirement.

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## Chapter VI

### Curriculum development committees

<p>In accordance with this regulation, a committee called the " Higher Curriculum Development Committee" [ HCDC] is formed through a resolution issued by the university president. HCDC is headed by the LP and composed as follows:</p> <ol style="list-style-type: none"><li>A faculty member representing each college.<ol style="list-style-type: none"><li>Faculty members shall as a minimum have the title of associate professor.</li><li>Faculty members are nominated by the university vice president for academic affairs.</li><li>Membership lasts for 4 years.</li><li>Membership shall be approved by the University Council and a resolution of its formation shall be issued by the university president.</li></ol></li><li>Heads of curriculum development committees.</li><li>Director of educational programs office who shall also act as a secretary for the HCDC.</li></ol>	<b>Article XVI</b> <b>Formation</b> <b>of the</b> <b>Higher</b> <b>Committee</b>
<p style="text-align: center;"><b>HCDC Job Description</b></p> <ol style="list-style-type: none"><li>Offer consultations and report to the University Council regarding issues related to curriculum development and evaluations.</li><li>Study the general principles used in developing and evaluating the curricula presented to it, and forward the relevant recommendation to the University Council.</li><li>Approve semester-bound and annual educational plans.</li><li>Build on colleges' CDCs, HCDC shall offer consultations to the university president regarding the following:<ol style="list-style-type: none"><li>Degree of implementation of curricula in all colleges.</li><li>Teaching and para-teaching faculty needed by colleges.</li><li>Recommend Educational Aids.</li><li>Recommend Learning resources including textbooks, references, periodicals, skill labs etc.</li></ol></li><li>Form an annual action plan to guide its work. This plan shall be approved by the University Council.</li><li>Request reports from College deans regarding the implementation of its mission, tasks</li></ol>	<b>Article</b> <b>XVII</b> <b>Duties of</b> <b>the Higher</b> <b>Committee</b>

and responsibilities as per this regulation document.	
7. Execute tasks other than those mentioned above, provided that these tasks are relevant/complementary to its mission and job description. The LP has the authority to ask HCDC to implement such tasks.	
1. HCDC is required to meet quarterly unless there is a need for further meetings. Extraordinary meetings shall be called by the LP. 2. HCDC is authorized to call HCDC-non-member specialists to attend its meetings and may form special teams or request individuals to perform certain HCDC-relevant tasks.	<b>Article XVIII</b> <b>Duties of the Higher Committee</b>

<p>The college dean shall form a curriculum development committee acting as a consultant body to the college board. This CDC shall be headed by the dean or deputy dean. The college CDC is composed as follows:</p> <ol style="list-style-type: none"> <li>1. 5-8 associate professors or full professors. The candidates are nominated by the college board on a 4-yearly basis. The resolution concerning the CDC membership shall be issued by the university president.</li> <li>2. The CDC selects a secretary from its members.</li> <li>3. One of the distinguished students shall be nominated as an honorary member of the CDC.</li> </ol>	<b>Article XIX</b> <b>Formulation of the College CDC</b>
<p style="text-align: center;"><b>CDC Job Description</b></p> <p>Report periodically to the University President, Learning Provost and the University Vice President for academic affairs. CDC is shall perform the following duties:</p> <ol style="list-style-type: none"> <li>a. Offer consultations and report to the college board regarding issues related to curriculum development and evaluations.</li> <li>b. Provide consultations to the college board based on departmental reports including: <ol style="list-style-type: none"> <li>1. Design the general layout of the curricula.</li> <li>2. Determine educational strategies to be adopted.</li> <li>3. Create a system for curriculum implementation auditing and continuous</li> </ol> </li> </ol>	<b>Article XX</b> <b>Duties of the College CDC</b>





<p>improvement.</p> <ol style="list-style-type: none"> <li>4. Create of a system that ensures accountability of all those involved in implementing the curriculum in order to assure quality.</li> <li>5. Enhance communication between the college CDC and faculty.</li> <li>6. Analyze and evaluate the assessments, results and prepare recommendations aiming at improving/changing curricula.</li> <li>7. Ensure vertical and horizontal integration of curricula.</li> <li>8. Coordinate any intended curricular changes between all relevant partners such as colleges and other related educational bodies.</li> <li>9. Nominate one of its members to be an acting member of the CDCs of other supporting colleges.</li> <li>10. Update the Learning Provost with any major changes in curriculum information.</li> <li>11. Form specialized sub-committees as needed.</li> <li>12. Disseminate the results of its work to teaching staff members and related committees.</li> <li>13. Assist in the identification of the professional development needs of faculty.</li> <li>14. Propose how CDC-formed subcommittees will function</li> </ol> <ol style="list-style-type: none"> <li>c. Develop an annual action plan, which shall be approved by the college board.</li> <li>d. Request departments to report on the implementation of tasks assigned to the departments by the CDC.</li> <li>e. The college board is empowered to require the CDC to execute tasks other than those mentioned above, provided these tasks are relevant/complementary to its mission and job description.</li> </ol>	
<ol style="list-style-type: none"> <li>1. CDC shall meet quarterly unless there is a need for further meetings. Extraordinary meetings are called by the head of the CDC.</li> <li>2. CDC is authorized to call CDC-non-member specialists to attend its meetings and may form special teams or request individuals to perform certain CDC-relevant tasks.</li> </ol>	<p><b>Article XXI</b> <b>Meetings of</b> <b>the College</b> <b>CDC</b></p>

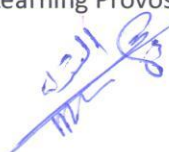
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## Chapter VII

### Process of curriculum development/review and approval

<ul style="list-style-type: none"><li>a. The college board shall approve the curriculum development/review plan and refer the plan to the LP.</li><li>b. The LP shall issue a resolution permitting colleges to start the process of developing/reviewing a curriculum.</li><li>c. CDC shall form subcommittee(s), each headed by one of its members. Subject matter expert faculty are nominated as members of each subcommittee. It is also possible to invite outside faculty to act as members as the need may dictate. Outside faculty shall be nominated by the college board and approved by the university president.</li><li>d. Subcommittees shall work in collaboration with departmental staff and report to the CDC.</li><li>e. CDC shall review the subcommittee reports, edit and validate them and then refer the reports to the college board for approval.</li><li>f. Once approved by the college board, the curricular plan is referred by the dean to the Learning Provost.</li><li>g. The LP presents the curricular plan to the HCDC for further validation and approval.</li><li>h. When approved by HCDC (with or without changes), the curricular plan is referred to the University Council for final approval.</li></ul>	<b>Article XXII</b> <b>Development of</b> <b>Program and</b> <b>General Course</b> <b>Plans</b>
<p>The detailed educational plans for courses and those of blocks shall be developed/reviewed as per the following:</p> <ul style="list-style-type: none"><li>a. The college CDC shall form a subcommittee of staff members to act on structuring the plan. The CDC can also outsource staff from external academic bodies. Expert staff can also be asked individually to participate. In all cases, the members are nominated by the college board and approved by the university president.</li><li>b. The bodies or individuals referred to in the previous paragraph shall discuss the plans in meetings held with designated departmental staff members and</li></ul>	<b>Article XXIII</b> <b>Development of</b> <b>the detailed</b> <b>course</b> <b>plan/block plan</b>



<p>in the presence of a representative of the CDC. The outcome shall be reported to the college CDC.</p> <p>c. The college CDC shall discuss the course plans in their final form in the presence of those who participated in producing these plans.</p> <p>d. The final plan shall be referred by the CDC to the college board for approval.</p> <p>e. The college dean refers the initially approved plans to the LP accompanied by the minutes of the CDC and college board meetings.</p> <p>f. The plans are reviewed by the Office of Educational Programs through the LP and any recommendations shall be referred to the college CDC through the college dean.</p> <p>g. The plans are then re-referred to the LP for approval.</p>	
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## Chapter VIII

### Curriculum Implementation

The university president shall issue a resolution regarding the academic agenda of the program and courses plans.	<b>Article</b> <b>XXIV</b>
The university president shall issue a resolution regarding recruitment of faculty and support staff as well as the ensuring availability of educational resources and Aids.	<b>Article</b> <b>XXV</b>
Heads of academic departments are directly accountable for implementation of curricula through creation of the suitable conditions, academic preparation and taking all necessary operational regulations in collaboration with the university supportive bodies. Those in charge of the university supportive bodies shall exert their best effort in this regard.	<b>Article</b> <b>XXVI</b>

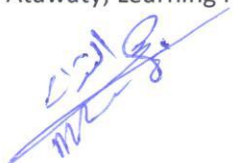
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## Chapter IX

### Procedure and Requirement for Establishing New Bachelor Programs

<ol style="list-style-type: none"><li>1. Departmental CDC shall prepare a proposal of the plan for the new program in English and <u>Arabic</u> based on the standards of the Educational Programs Office and using the relevant forms. The standards and the forms shall be available on the Learning Provost Office website.</li><li>2. The proposal shall be discussed by the department board followed by the college CDC, then the college board.</li><li>3. The proposal is then presented to the Educational Programs Office (EPO).</li><li>4. The following have to be presented with the proposal:<ol style="list-style-type: none"><li>a. Rationale for the new program.</li><li>b. Literature review of similar international specializations.</li><li>c. A report on the labor market needs supported by Employers' views on the matter. These views are obtained through a questionnaire or other suitable tools.</li><li>d. Categories targeted by the program.</li><li>e. Department board approval of the proposal.</li><li>f. College board approval of the proposal.</li><li>g. Program educational plan layout.</li></ol></li><li>5. Upon approval by the EPO, the college/department shall prepare the plan in compliance with NCQAA standards and present it to LIMU Quality Assurance Office for further validation.</li><li>6. Once released by the Quality Assurance Office, the college shall send the documents including the program guide, program specification and course specifications to external evaluators. The college/department shall then make any necessary revisions to the plan.</li><li>7. Once this is complete, the college shall send the plan back to the EPO for further validation.</li><li>8. Once the EPO has validated the plan, it shall be presented to the HCDC and then to the University Council for approval.</li><li>9. The HCDC shall send a copy of the University-Council approved plan to the General Registrar for activation.</li></ol>	<b>Article XXVII</b>
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## Chapter X

### General Regulations

The LP shall issue the guidelines and technical directions necessary to implement this regulatory document.	<b>Article XXVIII</b>
It is not allowable to change plans of programs or the general plans of courses or make any modifications unless approved by the LP and University Council. It is also not allowable to change the detailed plans of courses of those of blocks without the approval of the LP.	<b>Article XXIX</b>
Program plans shall be evaluated and proposals of changing them be presented only after the graduation of the first batch of students taught this program.	<b>Article XXX</b>
Individual courses shall be introduced for the first time or modified if two semesters have elapsed after their introduction and in accordance with chapter II of this regulatory document.	<b>Article XXXI</b>
It is not permitted to add or delete any course without the approval of the LP.	<b>Article XXXII</b>
The HCDC shall develop a system of compensation for the committees/ subcommittees/ individuals who participate in curricular developments. This system shall be approved by the university president.	<b>Article XXXIII</b>
This regulatory document shall take effect starting from the academic year 2016-2017.	<b>Article XXXIV</b>

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