Sustanabile Development Goals

Introduction

The College of Humanities offers undergraduate programs: Applied Linguistics and Translation. The duration of each program is four years. The development of these programs is based on the needs of the local community and the interdisciplinary nature of academic subjects. The choices of programs and specialized concentrations can help students to communicate with other cultures to keep abreast with the fast pace and challenges of the information age. The College of Humanities aspires to provide students with high-quality education in the humanities in order to enhance their cultural awareness and broaden their horizons. he College of Humanities aims to provide students with quality educational opportunities to create long-life learners who explore and appreciate diversity of cultures and languages, think critically, and contribute to the good of humanity. The College of Humanities has a commitment to advancing research in the humanities and to serving the community.

Our faculty members are accomplished professionals of both practitioners and academics who bring a wealth of extensive academic experience across a wide spectrum of research interests in humanities. With strong links with businesses and public sector bodies, the faculty provides practical real-world learning that prepares students to become the change-makers of tomorrow.

We pride ourselves on our successful alumni who are equipped with the entrepreneurial, creative, and agile mindset needed in today's dynamic workplace. With top-notch skills in languages, communications, and research, our graduates are some of the highly sought candidates by employers in the Kingdom.

The career prospects for our students are limitless as more opportunities continue to emerge within both the public and private sectors under Vision 2030 including education, business and investment, media and journalism, and tourism and culture – only to name a few.

Research

PSU humanities scholars strive to advance research that makes a difference in the world through its research labs and research groups:

1. **EDUCATIONAL RESEARCH LAB ERL**: The ERL seeks to ensure continuous enhancement and assurance of excellence in education in the Kingdom of Saudi Arabia and the Middle East via research and practice. The Education Research Lab provides professional mentoring and support for faculty who implement and embed research-based teaching practices in their classrooms in order to continually improve pedagogy in K-12 schools, colleges, and universities throughout KSA. To fulfill this mission, the committee actively supports researchers, faculty, and students who experiment with and investigate current teaching practices.

2. **APPLIED LINGUISTICS RESEARCH**: The Applied Linguistics Research Lab (ALLAB) at Prince Sultan University aims to provide quality research in applied linguistics and contribute to relevant community and world challenges. The Applied Linguistics Research Lab (ALLAB) is committed to quality research output in highly ranked publication venues and the creation of strong links between research and the community it should serve. The Lab conducts research, holds research-related activities, offers training to interested budding researchers and provides research-based consultations.

3. **LITERARY & DIGITAL STUDIES RESEARCH GROUP LDSH**: The aim of LDSH is to establish a digital humanities infrastructure. The steps for doing so start with the introduction digital humanities courses and projects to train both humanities students and computer science students to experiment with computational tools of human expression. A collaborative community on digital humanities grows and flowers from the bottom-up. The faculty from the College of Humanities teaming with the College of Computer and Information Sciences together with the PSU librarians and students will the driving force of this research unit. The mission of the Literary and Digital Studies in the Humanities research group is to produce quality research with a high impact factor reflecting the transformation of humanities' studies through technology. The group provides a platform for collaborative, cross-disciplinary research in the field of humanities by promoting and supporting projects that utilize digital research methods and tools. Ultimately the group is committed to linking research to the teaching and learning process.

Examples of recent publications that are related to SDGs are listed below:

Web of Science + Scopus

Alotaibi, H., AlKhaifah, H. & Alsaeed, D. (2020). Teaching Programming to Students with Vision Impairment: Impact of Tactile Teaching Strategies on Student's Achievements and Perceptions. *Sustainability, 12*(13), 5320; https://doi.org/10.3390/su12135320.

Costley, J., Fanguy, M., Lange, C. & Baldwin, M. (2020). The effects of video lecture viewing strategies on cognitive load. *Journal of Computing in Higher Education.* https://doi.org/10.1007/s12528-020-09254-y

Lange, C. & Cosley, J. (2020). Improving online video lectures: Learning challenges created by media. *International Journal of Educational Technology in Higher Education, 17*(16). https://doi.org/10.1186/s41239-020-00190-6

Ozfidan, B., Duman, J. & Aydin, H. (2020). Parents' perceptions in STEM-oriented public schools: Correlations among ethnic, linguistic and socio-cultural factors. Educational Studies, DOI 10.1080/03055698.2020.1793299

Scopus
Costley, J. (2020). Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments. *Interactive Technology and Smart Education*, https://doi.org/10.1108/ITSE-09-2019-0053.

El-Dakhs, D.A.S. (2020). How do celebrities respond to criticism in media interviews? The case of an Egyptian TV show. *Cogent Arts and Humanities*, 7(1), 1-17.

El-Dakhs, D.A.S., Al-Khodair, M., Alwazzan, R. & Altarriba, J. (2020). Does the morphological structure of L1 equivalents influence the processing of L2 words? Evidence from Arabic-English bilinguals. *Psycholinguistics, 27*(2). Retrieved from https://psycholing-journal.com/index.php/journal/article/view/905

El-Dakhs, D.A.S., Salem, M. & Alhaqbani, J.N. (2020). The influence of L1 congruency, L2 exposure and word class on collocation learning: The case of Arab learners of English. *The Asian EFL Journal, 27*(2.1). 62-88.

El-Dakhs, D.A.S., Salem, M., Emara, H. & Alotaibi, H. (2020). Do translation trainees translate stance markers adequately? The case of Arabic-English undergraduates. *The Asian ESP Journal, 16*(2.1), 130-155.

Ozfidan, B. & Mitchell, C. (2020). Detected difficulties in argumentative writing: The case of culturally and linguistically Saudi backgrounded students. *Journal of Ethnic & Cultural Studies, 7*(2), 15-29.

Rashid, S., Howard, J., Cunnigham, U. & Watson, K. (2020). Learner training in MALL: A Pakistani case study. *Innovation in Language Learning and Teaching.* https://doi.org/10.1080/17501229.2020.1737076

Yahya, N., Alotaibi, H. & El-Dakhs, D.A.S. (2020). Parallel corpora in EFL writing classrooms: Are they effective? *International Journal of Computer-Assisted Language Learning and Teaching*, *10*(2), 23-38.

The Vision and mission of the college of Humanities and all its activities are directly linked to the following Sustainability Development Goals SDGs:

- SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

- SDG5 Achieve gender equality and empower all women and girls
- SDG8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

More examples are provided in the following sections.

Department of Applied Linguistics

SDG# 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

1. The Teaching English as a Foreign Language (TEFL) Track which is one of the two tracks offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students.

Upon the completion of The TEFL (Teaching English as a Foreign Language) Track, graduates should be able to:

TEFL TRACK Learning Outcomes
Knowledge:
1.1 Demonstrate knowledge of the structure of the English language at a level commensurate with their role as language teachers;
1.2 Outline major theories of first and second language development and acquisition as well as language variation and cross-linguistic differences;
Cognitive Skills:
2.1 Apply relevant theories to the development of a wide range of instructional materials, and assessment methods for learners at different stages of development and from differing cultural and linguistic backgrounds;
Interpersonal Skills and Responsibility
3.1 Develop a critically reflective teacher identity and team-player attitude;
Communication, Information Technology, Numerical:
4.1 Conduct research projects in relation to TEFL.
Psychomotor (if applicable)

N/A

2. The Track is also offered as a minor for the College of Humanities undergraduate students. A minor in TEFL is offered as an additional concentrated field of study during a college student's undergraduate program. The TEFL minor consists of a set of 5 core courses. Students can choose to minor in an academic field that is not related to their major. For example, students majoring in Translation or ELP (English Language for Professionals) can opt to obtain a minor in TEFL as an area related to a possible career. This gives them the opportunity to continue with their major not only throughout college but also during their pedagogical career.

SDG # 8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

1. The English Language for Professionals (ELP) Track which is offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students. The ELP track offers its students the knowledge and principles for understanding the **structure and use of the English language**. It also offers the **training to communicate effectively in English** in a wide range of **social and professional contexts** as well as the knowledge of a **variety of professional registers** in English appropriate for interaction with employers and colleagues in a variety of work-related situations. Additionally, it trains its students on the **skills** needed to enable them to participate meaningfully in a changing international environment.
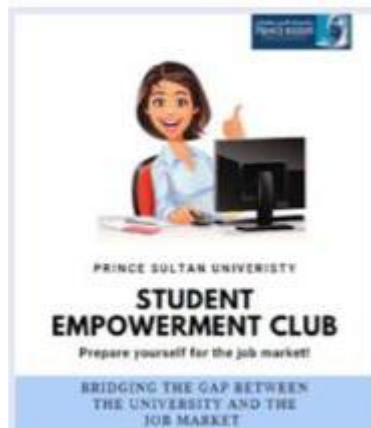
Upon the completion of the English for Professionals (ELP) track, graduates should be able to:

ELP Track Learning Domains and Learning Outcomes
Knowledge:
(*1.1*) *Demonstrate knowledge of the English language with particular emphasis on the genres of language used for professional and occupational purposes;*
Cognitive Skills:
(*2.1*) *Critically apply linguistic theories to practice in professional and occupational contexts;*
(*2.2*) *Employ effective oral and written communication skills in various professional and occupational language settings;*
Interpersonal Skills and Responsibility
(*3.1*) *Work independently as well as in a team displaying good ethics, leadership, professionalism, and problem-solving skills;*

Communication, Information Technology, Numerical:
(*4.1*) *Conduct research and entrepreneurial language-based projects.*
Psychomotor (if applicable)
N/A

2. The Student Empowerment Club

The Student Empowerment Club is affiliated to the Department of Linguistics and it is supervised by faculty members from the department. The club holds regular meetings with its members and hosts extracurricular events, workshops, field trips, and various activities that are open to all PSU students and to the public. The main goal of the club is to help the students bridge the gap between the university and the job market through inviting guest speakers and alumni.

Examples of events in semester 191:

1. Talking about 'a Unique Coop Experience' on **December 4, 2019**
2. Two guest speakers who were PSU alumni also talking about their 'Unique Coop Experience' on **November 20, 2019**
3. Three guest speakers were invited to deliver a talk on 'Want to know more about Co-op experience & the Workplace' on **November 13, 2019**
4. Three guest speakers from different specializations talked about 'How Different Is the Work Place from Your Academic Setting?' on **November 6, 2020**
5. Two guest speakers were invited to talk about 'Learn more about PSU Alumni Experience' on **October 29, 2019**

Examples of announcements and brochures:

HOW DIFFERENT IS THE WORK PLACE FROM YOUR ACADEMIC SETTING?

The Student Empowerment Club invites you to find out the answer!

Ms. Tarfa AlMubarak, Ghada AlMazyad and Sarah AlDhalaan COOP students speaking about their internship experience.
Wednesday, November 6
12:00 PM- 1:00 PM
N211

The Student Empowerment Club invites you to join a talk about a unique Coop experience

Lama Alshnaifi will be speaking about her Coop experience on Wednesday November 20th at 12 pm in N211

Want to know more about the 'Coop Experience & the Workplace?
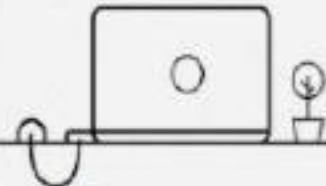
Join us!

Student Empowerment Club

With our guest speakers:

Miss Maram Al-khodair
PSU lecturer

Nour Abu Thuraya
'Coop at JWT marketing agency

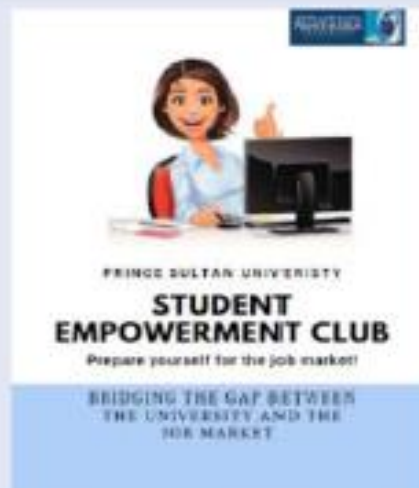**Felwah Alghunaim**
Employee at Floreal Flower

Wednesday, November 13

12:00 p.m - 1:00 p.m

Room N211

CH | كلية العلوم الإنسانية
COLLEGE OF HUMANITIES

PRINCE SULTAN UNIVERSITY

STUDENT EMPOWERMENT CLUB

Prepare yourself for the job market!

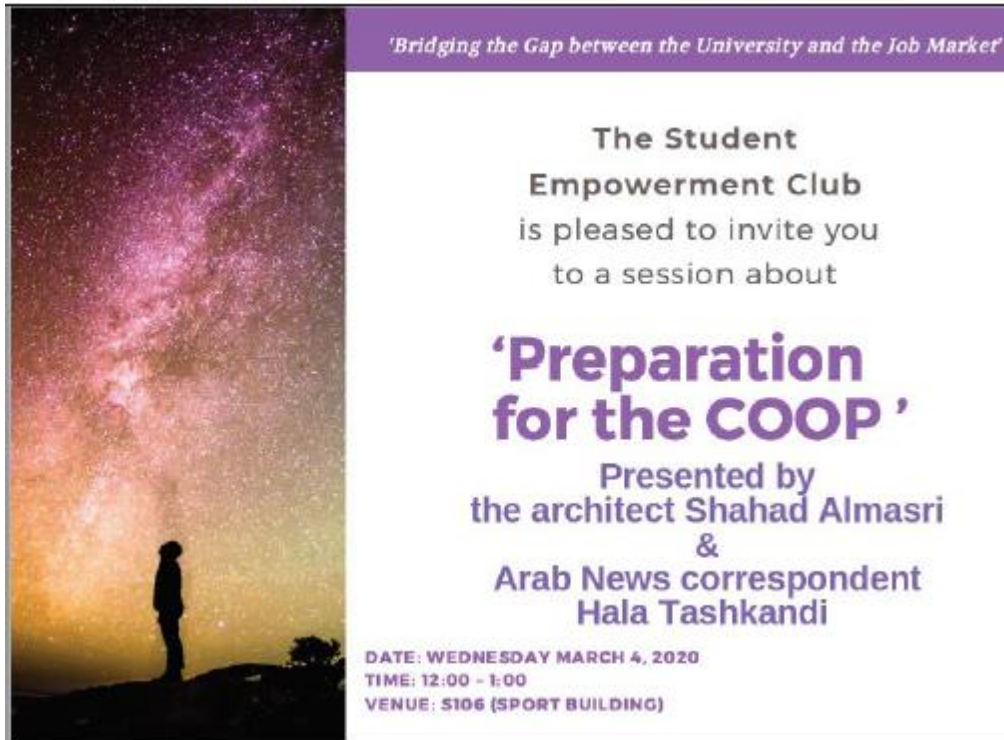BRIDGING THE GAP BETWEEN
THE UNIVERSITY AND THE
JOB MARKET

Learn about PSU Alumni Experience with our Guest Speakers

Ms. Lamia AlMadi - A lecturer at PSU and a PSU Alumni

&

Ms. Nouf AlTuwalah - A PSU Coop student

Tuesday, October 29
12:00p.m - 1:00p.m
Room N112

'Bridging the Gap between the University and the Job Market'

The Student
Empowerment Club
is pleased to invite you
to a session about

'Preparation
for the COOP'

Presented by
the architect Shahad Almasri
&
Arab News correspondent
Hala Tashkandi

DATE: WEDNESDAY MARCH 4, 2020
TIME: 12:00 – 1:00
VENUE: S106 (SPORT BUILDING)

3. The Eradah Club:

The Eradah Club is affiliated to the Department of Linguistics and is supervised by its members. The club aims to strengthen and enhance members' willpower and determination by exposing them to various skill-based programs and activities that will ultimately create success-driven members. The club organizes events and activities to utilize the students' willpower and pace their way to the career world.

Picture from club fair:

SDG # 10

Reduce inequality within and among countries

The Department of Linguistics supported the university's Mishkat program, which is a four-week intensive course providing training in English language and computer skills to disadvantaged members of the community. The Department of Linguistics faculty members have designed the syllabus for the English language component of this course, and trained students' volunteers to assist with course delivery. The Department of Linguistics students volunteered to deliver the courses.

Department of English and Translation

Translation Program

This goal- Partnerships for the Goals, Goal 17-looks at the broader ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data. In line with global trends to achieve sustainability development, the Department of English Language and Translation, College of Humanities, seeks to link translation courses, the Cooperative Education Program, and extra-curricular activities with the sustainable development goals in the society through collaboration and partnership with local institutions in the public and private sectors. This report will show how the sustainability development goals are connected to the Department of English and Translation through the following:

1- Academia: Translation courses supporting SDG 17:

Each course works on raising the students 'awareness of the goals of sustainable development by addressing many topics in all fields through written translation, interpreting or editing. (Below are examples of translation course syllabi of *ETRA 355, Business and Media Translation, ETRA 356, Scientific and Medical Translation, and ETRA 453, Simultaneous Interpreting*).

Course Title: Business and Media Translation

I. **Course Description:**

This course aims to familiarize students with the register and discourse characteristics of the language varieties of business and media in both English and Arabic. It also aims to develop and reinforce the skills and techniques required for translating texts bearing such features into the two languages. In the field of Business, the focus will be on text types such as bank statements, financial reports and business correspondence. In the field of media, the focus will be on text types such as news items, press reports, newsletters, and promotional texts.

II. **Course Learning Outcomes:** On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
Knowledge	-Demonstrate knowledge in the subject matter.
Skills	-Analyze source texts and acknowledge features of each language.
Competencies	-Demonstrate self confidence in collaborative activities, and ability to work within a team in the investigation of problems. -Research references and utilizing several technical tools available in the field. (-Develop the spirit of teamwork; being able to justify the choice of translation methods and techniques; question and evaluate each other's solutions.)

	(-Efficient use of the web for information on concepts and terms, and for increasing speed of translating while improving the quality of output.)

Course Title: Scientific & Medical Translation

I. Course Description:

This course aims to train students in the translation of scientific and medical texts. As for the scientific field, students will be trained on analysing texts to understand concepts before looking for equivalents of terms in the other language. Concerning the medical side, the students will be familiarized with the medical terminology most commonly used by doctors and other health practitioners in text types such as medical reports, diagnosis, and medical procedures. Special emphasis will be given to word formation (suffixes roots and pre-fixes) in medical terms.

II. Course Learning Outcomes: (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
Knowledge	Demonstrate knowledge of basic word structure and terminology in the scientific and medical fields..
Skills	Differentiate between the basic combining forms, prefixes and suffixes to build scientific and medical terminology.
Competencies	Demonstrate their problem-solutions skills in the field of English-Arabic scientific and medical translation using the appropriate tools.

Course Title: Simultaneous Interpreting

I. Course Description:

This course offers students the opportunity to learn and apply simultaneous interpretation techniques to a variety of topics and settings. It aims to develop students' practical skills in simultaneous interpreting between English and Arabic. It will focus on strategies and techniques required in simultaneous interpreting. The course will expose students to different scenarios in which simultaneous interpreting is used such as international conferences. The subject areas for simultaneous interpreting include general domains, motivational topics, society and social media, health, politics, and international relations.

II. **Course Learning Outcomes: (**A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
Knowledge	Demonstrate a broad understanding and in depth knowledge of commonly used simultaneous interpretation practices and strategies.
Skills	Develop a correct understanding of criteria and expectations in simultaneous interpretation using basic interpreting skills.
Competencies	Deliver a reasonably smooth and accurate interpretation on various topics, while giving appropriate consideration to target language using interpretation and communication technologies.

academic leaders should be informed in writing and students should be given a new schedule of assessment table).

- Another example is the Reflections *on the Translation Project* in relation to ETRA 250, 'Introduction to Translation Theories' Course in Collaboration with King Fahad Quality Centre Located in Alhasaa, Eastern Province. The instructor has coordinated with King Fahad Quality Centre in Alhasaa every semester from 2016 to 2019 to provide students with media articles and official documents to be translated from English into Arabic and vice versa. The translations are then edited and published by the Center. Such a door of opportunity has helped our students feel immersed in the field and the community at large. This has also trained them to take responsibilities similar to the ones in real workplaces. Upon completion of their translation tasks, each student received a certificate of gratitude from the Center.

المملكة العربية السعودية - الأحساء - هاتف: 7301 580 (03) - 966 - فاكس:تحويلة 233
البريد الإلكتروني:edu65@hasaedu.info موقع الانترنت jawda.hasaedu.gov.sa
موقع في المقدمة www.ahsatrans.com

شكر وتقدير

تتقدم وحدة تطوير الموارد البشرية بمحافظة الأحساء بالشكر والتقدير
للطالبة/ رغد فهد محمد الرشيد
طالبة بجامعة الأمير سلطان بن عبدالعزيز
(قسم ترجمة)
لما قدمته من جهود في ترجمة دليل إدارة الموارد البشرية لإدارة التعليم بمحافظة الأحساء
من اللغة العربية إلى اللغة الإنجليزية
مديرة وحدة تطوير الموارد البشرية
فاطمة بنت عبدالرحمن الملا

2- Experiential Learning: Coop Education Program:

Coop students from the Department of English and Translation spend a seven-month training period at different public and private institutions. Employers/trainers almost always, either during the academic advisor's visit to the training institution or after the training period, express their total satisfaction with the department's students/trainees. Most of the translation graduates receive job offers from the same companies where they trained. Some of these graduates accept such offers; others reject opportunities given by the training institutions because they find yet better offers from other companies or institutions (private or public). In addition, coop employers mostly give a positive response (if a position is open) when asked whether they would employ our students after graduating.   Some often ask each term for more translation students to train at their institutions as they notice their commitment, diligence and willingness to learn different types of skills that make them fit in various positions other than translation jobs.

The following list shows some of the companies that have trained the translation students over the past five years.

1. CMA
2. التعاونية
3. Thiqah
4. Sabic
5. Empower
6. Public Investment Fund
7. Sagia
8. KAPSARC
9. KPMG
10. Oasis Translation office
11. الهيئة العامة للمنشآت الصغيرة والمتوسطة
12. وزارة الخارجية
13. البنك الأول
14. Tamkeen
15. Voice of Down Syndrome Association
16. شركة فيتامين للدعاية والاعلان
17. مدرسة مياسين المعرفة
18. Smaat Company
19. Marcom Arabia
20. Arab Open University
21. المنظمة العربية للهلال والصليب الاحمر

With that said, it is evident that the Coop Education Program is on the right path of applying sustainability and excellent outreach procedures.

3- Extracurricular Activities:

The Translator Club is one of the clubs affiliated to the department that aims to:

- Increase their community's awareness and social connections regarding the role of translation and the translator,

- Introduce PSU Translation Program,
- Offer translation students opportunities to develop their career related skills,
- Benefit from alumni career experience in the field of translation,
- Encourage students' positive attitude towards life-long learning,
- Enrich the students' extra-curricular activities in a dynamic and friendly environment,
- Share and be shared all translation related issues and broaden their network of connection.

The club has organized and hosted, on the university campus, a series of sessions with academicians, practitioners and trainers which were open to the public.

صناعة المترجم
اتجاهات وآفاق
Saturday, November 30th, 2019
قسم البنين مبنى 105 / قاعة GC01

الترجمة و حتمية التحول
10:15-11:00 am
الأستاذ / أحمد حكمي
المترجم و المدرب المعتمد محلياً و دولياً

ترجمة الشعر...
الممكن و المستحيل
11:00-11:30 am
الأستاذ / عبد الرحمن السيد
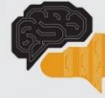المدير التنفيذي لـ "تراجم"

من كلية اللغات إلى كليفلاند كلينك:
سيرة نجاح طالب الترجمة
12:00-2:00 pm
د/ يزيد بن عبد الرحمن السماعيل
أستاذ الترجمة المساعد - جامعة القصيم

السحب على ثلاث عضويات مجانية
لمعمل أبحاث اللغويات التطبيقية

@ ALLAB_PSU

APPLIED LINGUISTICS
RESEARCH LAB

TRANSLATOR CLUB PSU
@PsuTranslator

Open to the Public
Men and Women

The Translator Club

Invites you

To attend the talk by

Ms. Khalwa Alqurashi

الترجمة الصحفية بين الواقع و المأمول

Ms. Khawla will share her professional experience as a media translator and copywriter and offer advice regarding the job market needs and challenges

Sunday 23rd February 2020

Venue: Building 102-First Floor- Room 215

Time: 12:00-1:00 p.m

The TranslatorClub

Invites you

To attend the talk by

Dr. Alaa Olwi

Audio-Visual Translation Skills and Needs

Dr. Alaa is an Assistant Professor at Princess Nourah Bint Abdulrahman University and will share her professional experience in audio-visual translation.

Thursday 27th February 2020

Venue: Building 101-First Floor- RoomW261

Time: 12:00-1:00 p.m

يسر
نادي المترجم بجامعة الأمير سلطان بالتعاون مع تراجم
دعوتكم إلى جلسة نقاش بعنوان

"الترجمة بين الثقافة و العلوم"

مبنى 105 - الدور الأرضي - قاعة - C01
السبت 14 مارس 2020 - من 7 - 9 مساءً
الحضور (رجال/نساء)

شهادة حضور للمشاركين

تأهيل المترجمين
أ. د إبراهيم القرني
عميد كلية اللغات والترجمة
بجامعة الملك سعود

7:10 - 7:20 pm

ترجمة التاريخ
ورابط الفنون
أ. د فهد العتيبي
أستاذ التاريخ
ومدير البرنامج الثقافي
بجمعية الثقافة والفنون

7:20 - 7:30 pm

مستقبل ترجمة العلوم
د. مبارك القحطاني
وكيل عمادة التطوير والجودة
بجامعة الملك سعود

7:30 - 7:40 pm

الترجمة
و الأمن اللغوي
د. محمد البركاتي
أستاذ اللغويات والترجمة المشارك
بجامعة الملك عبدالعزيز

7:40 - 7:50 pm

اتجاهات الترجمة في
ظل رؤية المملكة 2030
د. نهى المويضي
رئيسة قسم اللغة الإنجليزية والترجمة
بالجامعة السعودية الإلكترونية

7:50 - 8:00 pm

مدير الجلسة
أ. عبدالرحمن السيد
المدير التنفيذي لتراجم

السحب على ثلاث عضويات مجانية
لمعمل أبحاث اللغويات التطبيقية

TRANSLATOR CLUB PSU

APPLIED LINGUISTICS
RESEARCH LAB

CH | كلية العلوم الإنسانية
COLLEGE OF HUMANITIES

The Translator Club

Invites you

To Share the Career Experience of the Professional Translator

Ms. MAYSAA ABED

Sunday24th November 2019

Venue: Building 2-Second Floor- Room 315

Time: 12:00-1:00 p.m

4- Translation and Authoring Centre (TAC):

The Translation and Authoring Centre, an affiliate of the College of Humanities, signed a Memorandum Of Understanding last year on behalf of Prince Sultan University with the Education and Training Evaluation Commission under which collaboration is effected in the field of Accreditation and Education Quality Assurance, research and studies, and exchange of expertise, advisory services and translation services.

مذكرة تفاهم

بين

هيئة تقويم التعليم والتدريب

وجامعة الأمير سلطان

بسم الله الرحمن الرحيم

بعون الله تعالى وتوفيقه، تم في يوم الاربعاء بتاريخ 1440/4/19هـ الموافق 2018/12/26م، توقيع هذه المذكرة بمدينة الرياض في مقر جامعة الأمير سلطان، بين كل من:

أولاً: هيئة تقويم التعليم والتدريب، وعنوانها: الرياض، ص.ب. 93655 الرياض الرمز البريدي 11783 هاتف 0114974080 فاكس 0114975665، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة خلود بنت عبدالله أشقر بصفتها المدير التنفيذي للإطار الوطني للمؤهلات ويشار إليها فيما بعد بالطرف الأول أو (الهيئة).

ثانيًا: جامعة الأمير سلطان، وعنوانها: مدينة الرياض، ص.ب. 53073 المدينة: الرياض الرمز البريدي 11586 هاتف: 0114948000، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة ريمه بنت صالح اليحيا بصفتها وكيلة جامعة الأمير سلطان لفرع الطالبات والعميدة المكلفة لكلية العلوم الإنسانية ويشار إليه فيما بعد بالطرف الثاني أو (الجامعة). ويشار إلى الطرف الأول والطرف الثاني مجتمعين بـ (الطرفين).

تمهيد:

حيث أن هيئة تقويم التعليم والتدريب هي المرجع الوطني في التقويم والقياس والاعتماد في التعليم والتدريب، وهي جهة مستقلة ذات شخصية اعتبارية ترتبط برئيس مجلس الوزراء، وتعنى بتعزيز مخرجات التعليم والتدريب ومساهمتها في الاقتصاد والتنمية الوطنية، من خلال مسؤوليات محددة وفق الترتيبات التنظيمية لها، وترتكز بشكل رئيسي في بناء معايير المناهج واجراء الاختبارات والتقويم والاعتماد المؤسسي والبرامجي وتسجيل المؤهلات والجهات المانحة في التعليم والتدريب وإصدار الشهادات والرخص المهنية وفق ذلك، كما تعنى بنشر ثقافة الجودة والبناء المعرفي في تلك المجالات وتأسيس شراكات أو مراكز تعزز مسيرة العمل.

وباعتبار جامعة الأمير سلطان جهة تعليمية تسعى الى تطبيق معايير الجودة والاعتماد والتسجيل في الإطار الوطني للمؤهلات.

فقد اتفق الطرفان على إبرام هذه المذكرة وفقا لاختصاصاتهما، لوضع أسس التفاهم بين الطرفين فيما يتعلق بالتعاون على تطوير شراكات، وتفعيل سبل التعاون والتواصل بينهما، إيمانًا منهما بأن التعاون الفعال نحو تحقيق رسالتيهما والمنافع المتبادلة تعد مسؤولية وطنية تتضافر فيها جهود الجميع من أجل تطوير، وتنمية الإنسان والمجتمع، وتحقيق رؤية الوطن للوصول إلى مجتمع معرفي وعلمي منتج. وانطلاقًا من التزام كلا الطرفين بهذه القيم والمبادئ، واستشعارًا للدور التكاملي بين الجهتين في تحقيق رؤى وتطلعات القيادة الرشيدة في المملكة العربية السعودية والنمو بالوطن والمواطن فقد تم الاتفاق على المواد التالية:

المادة الأولى: التمهيد:

يعتبر تمهيد هذه المذكرة، جزءًا لا يتجزأ من هذه المذكرة، وتقرأ معًا كوحدة واحدة.

المادة الثانية: محاور المذكرة:

تهدف المذكرة إلى بحث عدة مجالات ومنها ما يلي: