Manual of Public Health Program Quality Assurance System at the College of Public Health & Health Informatics

**Prepared by the
Deanship of Quality & Development**

Second Edition

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Introduction:

Quality in university education is considered as one of the main requirements that universities are keen to achieve, to acquire advanced positions in the list of distinguished international universities. Many distinguished universities around the world seek to apply quality management methods to improve the efficiency of their employees and ensure the quality of their outcomes.

The quality system has received significant attention in most Saudi Arabian Universities, including the University of Ha'il. It is considered as one of the cornerstones for a successful management model aimed at keeping pace with and trying to adapt to international, regional, and local changes.

Because the era of quality is no longer recognizes the stereotypical practices defined by the traditional function of programs at universities. This era has also imposed the necessity on these programs to develop the practices and activities of their academic work. Therefore, the process of quality assurance at the universities, including the University of Ha'il, is no longer a partial issue concerning a specific aspect of its activities or some of its functions. However, it has become an integrated system that targets all aspects of the university including all its intellectual and material variables. Even it exceeds the traditional quality goal of quality planning, control, and evaluation to integrate the university's human resources as expertise producing quality in its surroundings and achieving general satisfaction of its performance.

Recognizing the importance of the quality of its programs and the continuous improvement and development of its performance, the University of Ha'il has adopted an effective quality assurance and management system. It is linked to the university's senior management, covering all its activities and units. All shareholders such as teaching staff, employees, and students are participating. It is subjected to evaluation and continuous improvement.

Keen to build an integrated system to ensure the quality of its programs, the University of Ha'il has prepared this comprehensive manual of the quality assurance system for the program to determine the goals of implementing this system and the units contributing to its achievement, the roles assigned to each level, and the activities it includes.

To achieve the principle of scientific methodology in the preparation of developmental evidence, it was necessary to rely on one of the methodologies encompassing professional evidence based on description and analysis. These are based on several procedures, including the design, review, and evaluation of programs, as well as the evaluation of the quality assurance system for those programs. The methodology represents a scientific and practical framework, which approaches program practices to innovation and development, and moves away from stereotypes and traditionalism. The effectiveness of this methodology is also clearly demonstrated by its investment in aspects associated with improving the performance of the program, to address all the practical aspects of improving these practices continuously.

Manual Goals:

1. Responding to the program accreditation requirements of the National Center for Evaluation and Academic Accreditation.

2. Developing a general framework to ensure the quality of the programs at the University of Ha'il.

3. Helping programs with the different aspects of the quality assurance system built at the University of Ha'il's programs.

4. Providing adequate and accurate information on the stages and requirements of ensuring the quality and accreditation of programs at the University of Ha'il.

5. Governance of procedures associated with ensuring the quality of programs at the University of Ha'il.

Methodology of Using the Manual of Program Quality Assurance System:

The methodology of using this manual of the quality assurance system for the program according to the following axes:

1. General framework of the quality assurance system for the program.
2. Quality of the design of the program.
3. Quality of the course building.
4. Quality of the course review and evaluation.
5. Quality of review and evaluation of the program.
6. Quality assurance system governance of the program.
7. Success Guarantees in the implementation of the quality assurance system of the program.
8. Mechanism for reviewing and evaluating the quality assurance system of the program.

First Axis: General Framework of Program Quality Assurance System:

First: Concept of the Program Quality Assurance System:

The program quality assurance system is intended as follow-up and evaluation of the quality of the program, it serves two different purposes: Ensures the required level of quality and its development, and provides a guarantee to stakeholders that quality is maintained at similar levels of practice by good in internationally outstanding programs. Among the parties involved in this context are the program's staff, graduates, employers, and the society in its broader sense, including specialized professional associations and the labor market. Quality assurance usually includes both internal and external processes. Quality assurance mechanisms are expected to be put in place within each program on an ongoing basis as part of the delivery of the regular program, usually involving some external inputs. General credibility of quality requires an external periodic evaluation by an

independent institution and its advice is considered as an important element for program strategic development.

Second: Program Quality Assurance System Planning

The process of improving the quality of the program includes evaluating the current performance levels of the program. To evaluate the environment in which the program is active. To set strategic priorities for the development and setting objectives, to develop and implement plans, to monitor what is happening, to make the necessary adjustments, and to evaluate the results achieved. These steps include a recurring cycle of planning and review. The main plans may include a series of activities spanning for years, with several steps to be taken, with the results of each step being evaluated in stages within a long-term plan.

Although monitoring should be an ongoing process, there are usually two periods in which the evaluation procedures are conducted more formally. One of them is done annually, where the performance of the program is monitored and the required adjustments are made. The other evaluation process is in a longer-term cycle of major periodic reviews. Whereas, quality assurance and accreditation, a periodic evaluation must be carried out in sync with external reviews conducted by Th**e** National Centre every seven years to grant accreditation or re-accreditation.

Although this planning and review cycle takes the form of a set of steps that follow in a single timeline according to timetables, these steps may be repeated in practice or changed flexibly in response to developments or changing circumstances, for example, performance review may lead to the need to redefine goals and prepare a new development plan.

In examining these stages, it must be recognized that they relate to activities of different levels within the Program for them as a whole. Concerning their academic and administrative committees and units, individual programs, or a series of programs run by a department or college.

Third: Program Quality Assurance Policy:

Keep in mind that the quality assurance policy of the program is an integral part of the policy of the general quality of the university, which seeks to ensure that the program achieves its goals by its operational plan and national orientations, the most important of which is the vision of the Kingdom.

1. Support the implementation of the operational plan of the program and achieve its objectives.

2. Achieving the requirements of the beneficiaries of the program and constantly seeking to meet their aspirations.

3. Periodic review of the program by national and global developments and orientations.

4. Preparing graduates who can meet the needs of the labor market and keep up with the scientific developments associated with specialization.

5. Training and continuous development of the program's staff, faculty, administrators, students, graduates, and others.

6. Provide the right environment to improve the educational and administrative process associated with the program.

7. Continuous evaluation of all inputs, processes, and outcomes of the program.

8. Involve all stakeholders and beneficiaries in the planning and development of the program.

9. Seeking to spread the culture and practices of quality among all employees of the program.

Fourth: The Importance of the Quality Assurance System for the Program:

1. Ensures the provision of a sophisticated program capable of global competition and access to national and international credits.

2. Ensures that the program is consistent with the national qualification's framework.

3. Identify the rules, policies, and procedures that lead the educational process in the program.

4. Adjusting the performance of the program staff members and the administrators to achieve the quality of the educational process in the program.

5. Documenting and evaluating self-performance and making reference comparisons of the performance of the program according to key and specific performance indicators.

6. Develop and implement plans for continuous quality improvement in the program.

Fifth: Program Foundations of Building a Quality Assurance System:

The quality system of the program includes all the activities of the program in various fields and different levels. The responsibility to ensure the quality of the program lies within the responsibilities of the department. The organizational structure of the program includes different committees, all of which aim primarily to support quality processes and ensure the program by monitoring compliance with national and international standards at the level of educational programs.

The quality assurance system **of** the program **is based** on the foundations and principles that make the system effective, efficient, and sustainable. The most notable ones are:

1. The National Center for Evaluation and Academic Accreditation standards are the basis for building a quality assurance system for the program.

2. The system must achieve the obligation of all entities to perform their responsibility by the organizational structure of the program and the regulations adopted, by the regulations and bylaws governing it, regardless of its organizational level.

3. The quality system relies on activating activities for good practices contained in national standards while measuring their effectiveness and efficiency through previously defined performance indicators, analyzing them, and including their results in reports submitted to relevant authorities, to work on the implementation of their improvement recommendations.

4. Self-evaluation tools are based on the evaluation methodology of the National Center for Evaluation and Academic Accreditation, in following up and evaluating the department's commitment to good practices to ensure continuous improvement in the level of performance quality.

5. The responsibility for ensuring the quality of the program is the responsibility of the college and the academic department that manages the program.

6. Quality is linked to all activities and practices of the program. This indicates that the quality assurance procedures in the program include facilities, equipment, recruitment, and the relationship of the program to the groups it targets and administrative processes whose task is to link all of the above. This means that a quality assurance system must include both individuals, regulatory committees and operations, academics, and others related to all components of the internal program.

7. Emphasizing the importance of the quality of the program's outcomes through the services and activities it offers. Although, the focus on quality has been linked in the past to inputs such as scientific qualifications, abundant equipment and facilities, and the adequacy of learning sources. Despite the importance of the quality of these elements, the greater share of the focus on quality will turn to outcomes while reaffirming the quality of inputs and these processes remains important, and maintaining the level of associated quality standards remains there.

8. Emphasizing continued support for quality development procedures rather than focusing on trying to reach the required standards

9. The need for the program to establish constructive relationships based on trust and support between the program and the corresponding programs, taking into account the need to know the flaws and mistakes and work to fix them th considered as a strength, and is not a weakness. It is always better to face program problems and difficulties and discuss plans to solve them without the sense of fear of theprogram getting abad reputation.

10. Quality assessment must be evidence-based and independently verified, as quality judgment should not be based on personal judgments but as direct and concrete evidence as possible. Performance indicators and benchmarks should be pre-determined and reviewed regularly, with independent verification of performance quality, particularly in activities where direct evidence is not available.

11. Promoting diversity, as flexibility in the organizational arrangements of the program is a necessity for the program to be able to meet the different needs of the community it serves, and to help it achieve its mission and goals.

12. The need to involve stakeholders primarily in planning and evaluation processes while obtaining different observations and perspectives continuously. In addition to, analyzing and interacting with them, and most importantly having their point of view taken into account to activate the quality assurance system. Who is involved with the program are students, graduates, instructors, staff, employers, community members benefiting from the program, and any other group associated with the program?

13. The program's full commitment that quality development is achieved through effective leadership and the broad participation of faculty and staff in performance evaluation and development plans.

Sixth: Internal Procedures to Ensure the Quality of the Program:

1. For the Newly established programs, the quality assurance system must be integrated into its development plans so that the plans for the quality

system include quality control and development, the effectiveness of the services and activities provided, as well as the quality and effectiveness of its various committees.

2. For existing programs, quality assurance procedures must be fully integrated into all their activities and practices. It should include leadership, coordination, evaluation, and development of quality procedures based on the mission and goals of the program, preparation for planning, and reporting. The application of such procedures through an annual course involving planning, monitoring, and evaluation, Periodic self-studies must also be carried out.

3. For existing programs, which do not have a quality system, internal quality assurance arrangements usually begin with the establishment of a quality committee that must perform the first self-evaluation, which is the starting point for planning and evaluating quality assurance processes.

4. One of the responsibilities of the program to ensure its quality is to evaluate itself by appropriate standards derived from external appropriate standards or benchmark standards. Those standards and points may be represented by the Authority's reference standards, or in the standards of excellence in the performance of corresponding programs within and outside Saudi Arabia, or the opinions of independent arbitrators with experience in university education. The programs can use the standards of international institutions specialized in academic accreditation in this regard. The Education and Training Assessment Authority is part of the arrangements made by the program to ensure quality. Although the standards issued of this external institution may be considered as an external evaluation, it is considered according to the Education and Training Evaluation commission as a part of the program plans for quality assurance. This is considered as an internal act according to fulfill the goals of thesystem of assurance of the Kingdom of Saudi Arabia.

Seventh: Components of the Quality Assurance System of the Program:

1. **Inputs:** The quality assurance system inputs for the program include:

   a) Support the scientific department that runs the program and the participation of faculty members.

   b) Regulations, bylaws, and circulars of the Ministry of Education.

   c) Requirements of the National Center for Evaluation and Academic Accreditation.

   d) programs and their self-studies.

   e) Program follow-up reports and quality systems work on the various committees in the department that manages the program.

   f) Performance indicators measurement reports.

   g) Benchmarks data, information, and reference points systems.

2. **Operations:** The program's quality assurance system processes include:

   a) Building operational plans for the program

   b) Complete the forms and documents of the design of the program.

   c) Complete course design forms and documents.

   d) Design mechanisms and forms for follow-up and evaluation.

   e) Follow-up and evaluate the performance of the different committees in the section and the program.

   f) Develop and document appropriate databases for quality processes.

   g) Develop operational plans to ensure and improve the quality of the program based on the planning and review course form of the National Center for Evaluation and Academic Accreditation, taking into account its integration with the program's operational plan.

3. **Outcomes:** The results of the quality assurance system for the program consist of:

   a) Report on the completion of the operational plan of the program.

   b) program design forms

   c) program review and evaluation forms

d) National Certification certificate from the National Center for Evaluation and Academic Accreditation.

e) International certification from international accreditation centers and institutions.

f) Reports indicating improving the quality of program performance.

Second Axis: Program Quality Design:

First: Program Design Guides:

1. The Kingdom Vision 2030, which seeks to make education in Saudi Arabia a leading model.

2. Absolute support for the state's directions and development policy in diversifying the tributaries of the economy, and a smooth transition through the channels of higher education to a knowledge economy based on improved learning outcomes that ensure global competitiveness.

3. Building the human personality, developing his abilities, developing his skills and performance through caring for him psychologically, physically, and intellectually. This care reflects on his performance, self-confidence, and his ability to develop himself and manage crises.

4. Promoting the concept of work ethic. Linking it to the power, leadership, and ability to make the future. This is achievable through the consolidation of efficiency factors as a basis for competitiveness and ensuring equal opportunities.

5. Starting from where the others ended up in scientific leadership, benefiting from the experiences of world-renowned academic institutions, based on national identity.

6. Social participation by aligning learning outcomes with the needs of the labor market.

Second: Principles of Program Design:

No.	Principles
1	Based on the kingdom's education policy and its established

No.	Principles
	reference foundations.
1-1	The program and the study plan reflect the principles and provisions of the Islamic faith.
1-2	Supports the kingdom's governance policies.
2	**Integration of the goals of the program with the goals of the Ministry of Education, the goals of the University and its plan, and the requirements of the local culture**
2-1	The goals of the program and the study plan are built on the goals of the Ministry of Education about higher education.
2-2	The goals of the program and the study plan reflect the University's strategic plan.
2-3	The goals of the program and the study plan focus on all components of the University's strategic plan
2-4	The goals of the program and the operational plan take into account the relative weights of the University's strategic plan
3	**Integrating the academic goals of the program with the needs and requirements of the labor market.**
3-1	Reflects the goals of the program and the study plan with the needs of the labor market.
3-2	Program goals are included in knowledge skills aspects
3-3	The goals of the program and the study plan focused on addressing problems that already exist in the labor market
4	**Based on a strategic vision of the program, that emphasizes scientific excellence and credibility. Then starting from it to accomplish tasks.**
4-1	There is a specific vision of the program reflected in the goals.
4-2	The program's vision is clear and applicable.
4-3	The program's vision reflects excellence and quality.

No.	Principles
4-4	The program's vision stems from the vision of the college and the University, as well as from the challenges and opportunities of reality.
5	**Integration and constructive coordination with other programs within the college and the University colleges at the level of vision, inclusiveness, and depth.**
5-1	Integrating program goals with other program goals of the college.
5-2	The program's goals are balanced with other programs of the college.
5-3	Integration of program goals and its balance with the goals of equivalent programs at other colleges at the University

Third: Good program Specifications:

The university seeks to improve all its programs towards guidance and excellence because the goal of designing a good study program is to produce learning experts, not experts in passing exams. This is a major challenge because many programs face the challenge of fragmenting knowledge, which loses the student's growing educational experience. As students may get knowledge and skill, while applying in their course, but they are exposed to very limited opportunities to integrate the two, and through this and other cumulative experiences the specifications of the good course can be summarized at the following points, while explaining how to ascertain these specifications individually:

No.	Specifications of a good program	Verification tool Of the availability of specifications	The responsible authority of checking the availability of specifications
1	Compatibility of the program's	• A questionnaire to identify the vision,	• Faculty and students • Program or College

No.	Specifications of a good program	Verification tool Of the availability of specifications	The responsible authority of checking the availability of specifications
	vision, mission, and goals with the vision and mission of the college and the University.	mission, and goals of the program • A matrix corresponds to the vision, mission, and goals of the program with the vision, mission, and goals of the college and the University.	Internal Review Committee • Advisory Committee of the Program • Deanship of Quality & Development
2	It is important to start first by defining the specifications of the graduate and the outcomes of learning before proposing courses.	• A questionnaire to determine the characteristics of graduates of the program • A questionnaire to identify the learning outcomes of the program • A form of a program description review	• Consultancy Committee of the Program • Deanship of Quality & Development
3	There is no deficiency in the expected	A form of external review of the program (a clear and	The external auditor of the program

No.	Specifications of a good program	Verification tool Of the availability of specifications	The responsible authority of checking the availability of specifications
	knowledge outcome of the graduate.	accurate identification of the required knowledge)	
4	No repetition of the contents of the submitted courses	• A form of course content analysis. • A form of examining the names and roles of participating Faculty at all stages of the program design. • A form of the program matrix examination.	• Faculty of the program. • Program or College Internal auditing committee • Deanship of Quality & Development
5	Determine the number of credit hours to meet the needs of each course	• Amatrix reference comparison with corresponding programs. • Internal and external review reports of the program.	• Faculty o the program. • Deanship of Quality & Development • Internal and external arbitrator
6	Choose teaching and evaluation methods	• A form o program description review. • A form of course	• Faculty and students • Program or college internal review

No.	Specifications of a good program	Verification tool Of the availability of specifications	The responsible authority of checking the availability of specifications
	appropriate to the nature of courses.	description review • A questionnaire course evaluation • Internal and external review reports of the program	committee • Deanship of Quality & Development • Internal and external arbitrator
7	Courses are linked to each another and sequenced	• A form o program matrix Examination. • Internal and external review reports of the program	• Faculty of the program. • Consultancy Committee of the Program • Internal and external arbitrator
8	Identify the required skills accurately	• an opinion poll on the specification of graduates. • An opinion poll on the targeted learning outcomes. • Internal and external review reports of the program	• Faculty and students • Advisory committee of the program • Deanship of Quality & Development • Internal and external arbitrator
9	Availability of a	• A questionnaire to	• Faculty and students

No.	Specifications of a good program	Verification tool Of the availability of specifications	The responsible authority of checking the availability of specifications
	variety of learning sources	identify the satisfaction with the sources of learning available in the program. • A questionnaire of evaluation to identify the library performance. • A form reviewing both the program and the course. • A form of satisfaction of learning System by using the Blackboard.	of the program • Deanship of Quality & Development • Deanship of Information Technology & E-learning
10	Quality and adequacy of training and field expertise	• A form of field experience report review • A questionnaire about the field experience evaluation	• Facultyand students of the program. • Deanship of Quality & Development

Fourth: Standards of Program Quality Design:

1. It should focus on theoretical and applied scientific aspects and skills development, highlighting scientific facts and their role in developing students' abilities to interact positively based on thinking, assimilation, and participation to create a creative environment, and achieve depth in specialization with the diversity of knowledge fields

2. To present the scientific material to the courses in the language in which the courses are taught

3. The study plan should be able to refine and develop the student's research skills, through the completion of theoretical and applied research, as well as the presence of field training according to the college and specialization.

4. Courses should be distributed at the levels. The minimum and highest units for each course should be determined, and the total number of graduation units as a whole, according to the Document of the National Framework for Qualifications for Higher Education in Saudi Arabia

5. To avoid duplication of courses in the study plan with other plans at the college or university when preparing the plan

6. A survey should be conducted using Benchmarking of at least three study plans for similar departments at universities or colleges with academic accreditation, or a good reputation for study plans and programs to be developed or established.

7. The study plan should be Arbitrators by specialists belonging to scientific institutions internal and external which are distinguished by their programs and plans

8. Compliance with the requirements of the National Qualifications Framework 2020 due to:

   a) Extra moral or fundamental courses should not be counted within the approved hours of the program.

b) The student's entire regular academic load per semester is from (15) to (18) credit hours at most.

c) Minimum hours of credit should be (120) hours for a four-year university degree.

d) The program's specific learning goals include learning outcomes in all areas of learning (knowledge and understanding - skills - values)

e) The expected program learning outcomes should be compatible with both (knowledge and understanding field - skills - values field)

f) Distributing responsibility for achieving these learning outcomes through the courses included in the program appropriately and including them in the goals of the courses.

g) Program descriptions and courses discerptions should include appropriate teaching methods and student activities for learning outcomes in each area.

h) Tests and other types of evaluation should include appropriate forms of learning evaluation for each learning area.

i) Special care should be applied to learning outcomes in each area of learning in program evaluations - including student, graduate, employer, or other evaluation mechanisms.

j) Consistency of levels achieved in each area of learning with the specifications of graduates' characteristics and specifications of learning outcomes for each level of qualifications.

9. To adhere to national and international academic quality and accreditation standards in the preparation of plans.

10. The courses should be numbered by a unified system within the department and college, ensuring the sequence of courses, determining the need for any prerequisite or prerequisites. Whereas, it is preferred to minimize prerequisites as much as possible.

11. Numbering courses according to a unified system within the department and college

12. The number of credit hours per theoretical course should be at least three credit hours and two credit hours for the practical course, and colleges that go beyond that must justify the reasons for the overrun.

13. Courses should be distributed on at least eight levels, none of which is below the minimum of (12) units of study for each level.

14. No duplication of courses within the college should be ensured.

15. The following standards when formulating the learning outcomes of the program should be taken into account:

a) Learning outcomes should include skills provided in the documents of the National Center for Evaluation and Academic Accreditation, and the National Qualifications Framework. These are Knowledge, cognitive, interpersonal and responsibility, communication, information technology, numerical, and psychomotor skills - if applicable)

b) Accurately describe these skills: to see how well they serve these learning outcomes

c) Skills are, therefore, always required to be measurable: With appropriate learning and teaching strategies applied. In programs related to psychomotor skills, those special skills should be identified regarding the requirements of graduates.

d) Expected learning outcomes are based on a wide range of sources of information when conducting studies related to the field of student specialty studies or vocational disciplines: they need to be validated and correct conclusions reached.

e) Emphasizing that the main objective of determining learning outcomes is to know that graduates will not only perform the things identified but also will do them in their personal and professional lives automatically, whenever it is appropriate.

f) Learning outcomes are formulated with the participation of academic experts, professionals, employers, targeted graduates, and students. It takes into account the following:

g) Learning outcomes is a pre-decision before designing the courses in the underlying structure on which courses are selected.

h) Align these outcomes with the program's mission, the insights, and the missions of its sponsors, and review those outcomes with each update of the visions and mission referred to.

i) Achieving learning outcomes in all program courses, not all outcomes are required to be achieved in a single course, but rather in the collection of all courses.

j) Skills should be accurately identified and scientifically formulated taking into account educational origins, and modern theories in learning and education.

k) Develop appropriate teaching strategies to achieve the desired outcomes of the educational process.

l) Emphasize that the evaluation should not be limited to cognitive aspects, but varies according to the skill and the teaching strategy.

Fifth: Program Designing Stages:

First Phase: First Preparation Phase:

It includes:

1. Find out the actual needs of employers and the surrounding community by:

a) Identify who can benefit from this specialty.

b) To find out the point of view of employers in the graduate's specifications through interviews, workshops, or questionnaires.

c) Drafting the graduate's specifications in their final form.

d) Benefit from the national qualifications framework about the specifications of graduates, learning outcomes, and the number of credit hours of the approved program.

e) Choose a reference benchmark from one of the accredited universities providing a formal agreement between the officials of the two universities.

f) Drafting the expected learning outcomes of the program in its final form in the light of the national framework of qualifications, reference benchmark, and graduate specifications.

g) Prepare a report on this phase.

2. Information survey of the experiences of other universities, both national and international,

When creating or developing any program, a survey of at least three similar study programs from universities or colleges with academic accreditation, or extensive experience in the field of the program should be done. Similar programs should be selected from universities or colleges from different universities of the world e.g. (from America, Europe, Japan, Australia, East Asia, Arab and Gulf countries, and from within the Kingdom of Saudi Arabia).

The approach to the survey mechanism for similar programs follows the following stages:

Step 1: A general study of all similar programs, which intends to:

a) Find out how many courses and credit hours are approved for similar programs.

b) How to distribute units of the credit hours depending on university requirements, college requirements, and specialization requirements.

c) Number of courses in each program and their distribution.

d) Learn how to include the technical and the skills aspect of the program (if any)

e) Prepare a report on the work of this phase in each program

Step 2: Comparison and balance the programs studied in the first phase and the balance includes:

   a) Comparison and balancing the number of units in the compared programs and distributing them to the requirements of the program.

   b) Balancing the number of courses in similar programs, and how they are distributed to University, college, and specialization requirements

   c) Prepare a report that includes the results of the comparison and balance of similar programs.

Step 3: Comparison and balance elements of the program concerning scientific content, technical and skills part of the whole content. This covers the following:

   a) Study the accurate description of the contents of scientific courses in similar programs surveyed in the first phase, to see how to integrate the technical and research aspect with scientific content.

   b) Apply the results of the previous paragraph (1) to all the scientific courses proposed in the program taking into account the results of the second phase.

   c) Use the vision of beneficiaries (government or private) from the outcomes of programs provided to them in knowing the skills they need in the graduate within a specific and fast-resulting mechanism.

3. Formulating the basics of the program, and the most important ones are:

   a) Select the name of the program and its distinctive code.

   b) Formulating the vision, mission, and goals of the program.

   c) Adopt or prepare academic standards in which targeted learning outcomes are formulated.

   d) Building a preliminary list of the specifications of graduates of the program.

e) Drafting a preliminary list of targeted learning outcomes for the program.

f) Determine the number of hours approved for the program.

g) Distribution of hours and units according to the requirements of the University, college, and specialization

h) Determine the number of years of the program.

i) Determine the requirements for passing the program.

j) Prepare a report on this phase.

Second Phase: Information Analysis Phase:

It includes:

1. Prepare a matrix to identify consistency in learning outcomes between the national qualification's framework and reference benchmark, and the proposed learning outcomes of the program.

2. Preparing the program matrix

Third Phase: Final Design of the program Study Plan:

1. Distribution of the courses of the program's study plan at the proposed levels of study, taking into account the requirements of the courses, and their scientific and logical sequence.

2. Identify appropriate training courses to develop the student's skills to contribute to his preparation for the labor market.

3. Final review of the program study plan from the department

4. Present the program's study plan to experts (arbitrators) specializing in the program, conduct appropriate modifications, and take into account the approval of the Deanship of Quality and Development in the case of external arbitration.

5. Prepare the program description according to the latest form of the National Authority.

6. Prepare a brief description of all program courses, and field experience (if any).

7. Fill in the form of creating a new program issued by the Deanship of Quality and Development.

8. Adoption of the plan at the level of the department, college, and deanship of quality and development, to ensure that the requirements of academic accreditation, the Permanent Committee of Plans and The Study System, and the University Council, and submit it to the National Center for Evaluation and Academic Accreditation, to review its compatibility with its standards.

Fourth Phase: Administrative and Regular Procedures for the Approval of the program:

1. Obtain documents (mechanisms - forms) for the preparation and design of the program from the Permanent Committee of Plans and Study System at the university

2. Approval of the program at the department

3. Contact the Permanent Committee of Plans and Study System (PSSC), and the Academic Accreditation Committee at the College, to ensure that the program complies with academic accreditation requirements

4. Approval of the program by the College Committee

5. Submit complete documents of program design with annexes to the Deanship of Quality & Development to review.

6. The Deanship of Quality and Development refers it to the Program & Plans Committee when it is completed, or returns it to the college in case there are substantial observations.

Fifth Phase: Program Final Review:

All program design documents are to be submitted to the Planning & Study System Committee at the University-level. In turn, the PSSC reviews them and ensures that they meet all the requirements, and submits them to the University Council for final adoption. Then they are sent to the Higher Education Council for approval by ministerial decision. At that point enrolling students in the program can begin.

Sixth Phase: Program Evaluation:

The program is evaluated continuously and annually. This is the responsibility of the scientific department. It achieves through:

1. Annual program reports, which include various mechanisms for evaluating the activities and practices of the program and a set of benchmarks by which the development of the program can be evaluated

2. Course reports.

3. Field experience report.

4. Opinion poll of students, graduates, and employers.

5. Other studies, reports, or social and scientific changes that may affect the program.

6. The program is reviewed every 5 years according to the program's accreditation cycle. Take advantage of their results to plan the development of the program. Documentation with evidence of the previous steps.

Sixth: Highlights of the Program Quality Assurance System Related to the Quality of the Program Design:
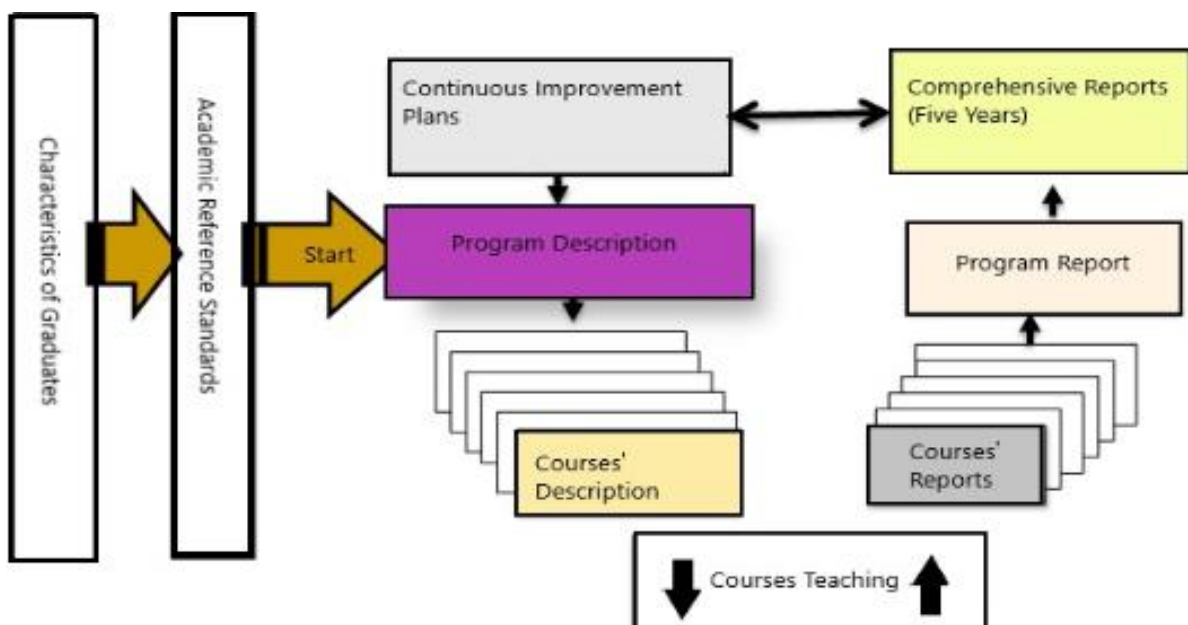
➢ **Program Creation** (1436 H)**:**

➢ **Program Vision:** (Excellence in academic, research and community service in public health at the national and regional levels)

➢ **Program Mission** (Preparing specialized public health professionals for the community health labor market capable of promoting community health by providing an attractive academic environment that helps apply the latest developments in public health sciences. Providing distinguished health research to prevent disease and enhance the health and well-being of society)**:**

Program Goals:

1. Preparing qualified graduates in the field of public health to meet the needs of the labor market.

2. Conducting scientific research in public health in accordance with local and national priorities.

3. Enhancing ethical and professional responsibility in the field of public health.

4. Raising awareness of health practices among members of the community.

➢ **The Organizational Structure of Public Health Program:**
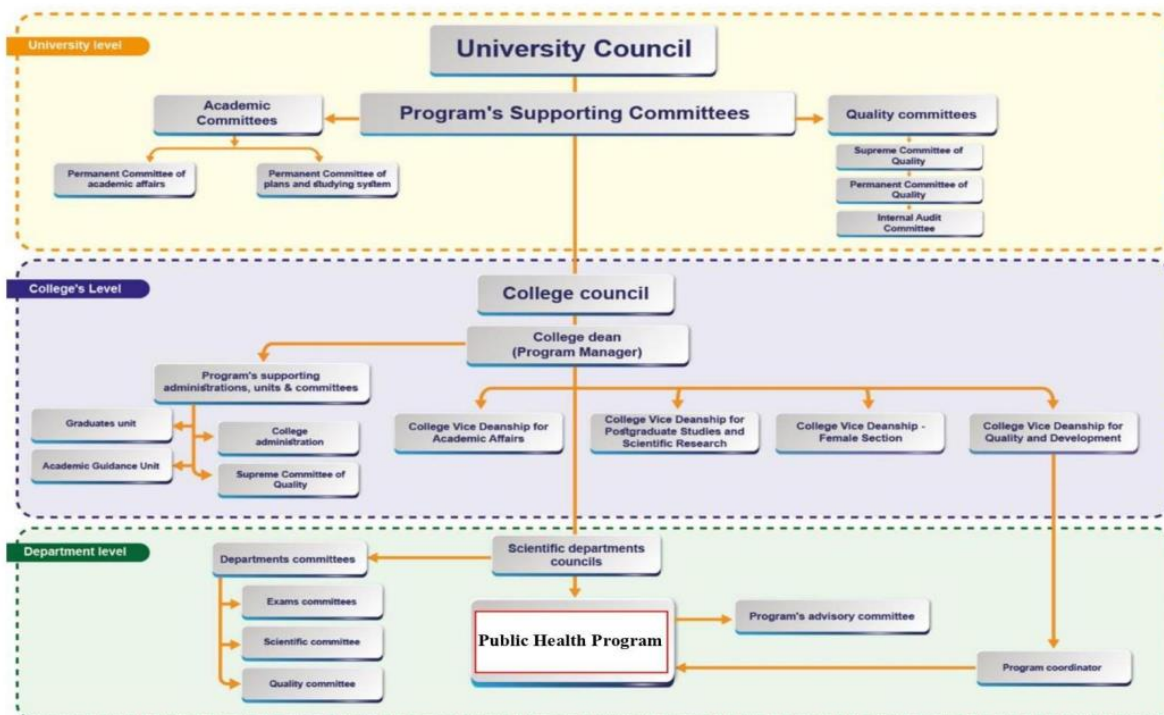
➢ **Operational Plan of the Public Health Program:** (Operational PLan english.pdf)

➢ **Specifications of Program Graduates:**

1. Master the skills of epidemiological surveillance and disease investigation.

2. Engage in various methods of prevention and control of diseases in the region.

3. Apply health procedures and measures related to health, environmental and occupational risks.

4. Display the regulations, health laws and ethics of the profession derived from Islamic Sharia.

5. Carry out research based on scientific grounds in the fields of public health.

6. Design and implement health programs and enhance teamwork and leadership.

Targeted Learning Outcomes for the Public Health Program:

Program learning Outcomes	
Knowledge and Understanding	
K1	Summarize the basic sciences related to normal body function and pathological process.
K2	Explain the social determinants of health factors influencing human health and opportunities for change.
K3	Describe human health sciences for maximizing population health and environment.
Skills	
S1	Clarify the impact of health, and socio-economic factors on population health.
S2	Utilize the basic methods processes of burden diseases investigation and environmental toxicology.
S3	Communicate effectively within the context of professional health care and environment.
S4	Employ core disciplines knowledge of public health for community health problems solving.
S5	Analyze qualitative and quantitative data related to laboratory work in the field of public health.
Values	
V1	Adhere to the ethical, professional, and legal responsibilities in public health domains and research.
V2	Demonstrate the ability for team work collaboration and leadership.

➢ **List of Job Names for Public Health Program Graduates:**

1. Health Educator

2. Emergency Response Planner

3. Disease Prevention Specialist

4. Research assistant

5. Program coordinator

6. Community service officer

7. Occupational health and safety officer

➢ **Consistency Matrix (Public Health Program): With the Requirements of the National Qualifications Framework**

No.	Item Description	NQF Requirements	Program Consistency	Rational for Inconsistency (If Any)
1	The title of the qualification corresponds to the National Qualifications Framework	Use of qualification titles that clearly and accurately describe the education sector, the qualification level, and the field of study or specialization. Include Bachelor of Science or Master of Arts	Bachelor of Public Health and Health Informatics In Public Health	None
2	Program Level in The Framework	Levels numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students' progress to higher academic awards (Levels from 1 to 8) Bachelor is level 6	According to the NQF level classification The program belongs to Level 6: Bachelor's degree.	None

No.	Item Description	NQF Requirements	Program Consistency	Rational for Inconsistency (If Any)
3	The number of credit hours required for the qualification must be as specified in the framework.	a minimum of 120 credit hours, normally following four academic years of full-time study or equivalent (120-180 credit hours/program)	-The whole program (PH) without the preparatory year is of 107 credit hours. -Total Program credit hours with preparatory year 134 credit hours. This is consistent with the NQF prescribed credit hours requirements. -The program involves first year as preparatory year and subsequent four years as core program study.	None
4	Total number of credit hours per academic semester	The credit hour formula is based on a numbering system in which a minimum full-time student load is 15 credit hours in a semester while the maximum full-time student load is 18 credit hours in a semester	Credit hours per semester without the preparatory year: 17-18 credit hours. ……………………………………… Credit hours per semester with the preparatory year: 13-18 credit hours.	Fulfilled as per NQF – 2020 First year is a preparatory year and as per the NQF-2020, student can register minimum 12 hours.

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
					In the preparatory year each semester is having between 13-14 credit hours.
5	Method of calculating credit hours	The calculation of depends on a method, in which each of the following is calculated in one credit hour: The lecture consisting of (50) fifty minutes, or two or three credit hours laboratory units		As per the program a single credit hour involves 50-minute class (Theory session), or one hour and 50 minutes laboratory or practical sessions (contact hours) over a 15-week teaching semester.	None
6	The program should develop learning outcomes in all of the required domains of learning	PLOs are formulated under three domains of Learning Outcomes according to the NQF 2020 are:		PLO(s) aligned with each of the following items must be written	None
			Broad in-depth integrated body of	K1.Outline knowledge and understanding of the fundamental concepts and methods of epidemiology, and their application in public health;	None

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
		1.Knowledge & Understanding The graduate at this level will have:	knowledge and comprehension of the underlying theories, principles, and concepts in one or more disciplines or field of work,	K2.Explain the intersectionality of environmental, social, economic, behavioral, biological and political factors influencing human health and identify opportunities for change. K3.Describe the underlying science of human health and disease including opportunities from promoting and protecting health across the life course	
			In-depth knowledge and comprehension of processes, materials, techniques, practices, conventions, and/or terminology,	K1. Outline knowledge and understanding of the fundamental concepts and methods of epidemiology, and their application in public health. K3.Describe the underlying science of human health and disease including opportunities from promoting and protecting health across the life course	None
			A broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work	K1. Outline knowledge and understanding of the fundamental concepts and methods of epidemiology, and their application in public health.	None

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
			Knowledge and comprehension of research and inquiry methodologies.	K2.Explain the intersectionality of environmental, social, economic, behavioral, biological and political factors influencing human health and identify opportunities for change.	None
		2. Skills The graduate at this level will have a broad range of advanced cognitive, practical and physical, and communication and ICT skills to:	Cognitive Skills:		
			Apply integrated theories, principles, and concepts in various contexts, related to a discipline, profession, or field of work,	S5. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.	None
			Solve problems in various complex contexts in one or more disciplines or fields of work,	S4. Implement management strategies for individual and community health promotion on diseases prevention and environment protection.	None
			Use critical thinking and develop creative solutions to current issues and problems, in various complex	S2. Differentiate the basic methods, processes, approaches, laboratory analysis and interventions that identify burden disease, and address the major health-related needs and concerns of populations.	None

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
			contexts, in a discipline, profession or field of work,		
			Conduct inquiries, investigations, and research for complex issues and problems	S5. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.	None
			Practical and Physical Skills		
			Use and adapt advanced processes, techniques, tools, instruments, and/or materials in dealing with various complex practical activities,	S2. Differentiate the basic methods, processes, approaches, laboratory analysis and interventions that identify burden disease, and address the major health-related needs and concerns of populations.	None
			Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work.	S2. Differentiate the basic methods, processes, approaches, laboratory analysis and interventions that identify burden disease, and address the major health-related needs and concerns of populations.	None

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
			Communication and ICT Skills		
			Communicate effectively to demonstrate theoretical knowledge comprehension and specialized transfer of knowledge, skills, and complex ideas to a variety of audiences,	S3. Communicate effectively in collaborative and interdisciplinary teamwork for community engagement in promoting population health and social justice	None
			Use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work,	S3. Communicate effectively in collaborative and interdisciplinary teamwork for community engagement in promoting population health and social justice	None
			Select, use, and adapt various standard and specialized digital technological and ICT	S3. Communicate effectively in collaborative and interdisciplinary teamwork for community engagement in promoting population health and social justice	None

No.	Item Description	NQF Requirements		Program Consistency	Rational for Inconsistency (If Any)
			tools and applications to process and analyze data and information to support and enhance research and/or projects.		
		3. Values — The graduate at this level, within various complex contexts, will:	Values and Ethics		
			Demonstrate commitment to professional and academic values, standards, and ethical codes of conduct, and represent responsible citizenship and coexistence with others	V1. Adhere to the ethical, professional, and legal responsibilities in public health domains and research.	None
			Autonomy and Responsibility		

No.	Item Description	NQF Requirements	Program Consistency	Rational for Inconsistency (If Any)
		Effectively plan for and achieve academic and/or professional self-development, assess own learning and performance, and autonomously make decisions regarding self-development and/or tasks based on convincing evidences.	V1. Adhere to the ethical, professional, and legal responsibilities in public health domains and research.	None
		Autonomously and professionally manage tasks and activities related to the discipline and/or work,	V1. Adhere to the ethical, professional, and legal responsibilities in public health domains and research.	None
		Collaborate responsibly and constructively on leading diverse teams to perform a wide range of tasks while	V2. Illustrate the capability to collaborate with stakeholders and leadership in addressing health disparities and influencing health programs and interventions.	None

No.	Item Description	NQF Requirements	Program Consistency	Rational for Inconsistency (If Any)
		playing a major role in planning and evaluating joint work,		
		Actively participate in advancing the discipline and society.	V2. Illustrate the capability to collaborate with stakeholders and leadership in addressing health disparities and influencing health programs and interventions.	None

➢ Matrix Program (Public Health):

Course code & No.	Program Learning Outcomes									
	Knowledge			Skills					Values	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
PENG 001	I					I				I
PENG 002	I					I				I
PCHM 121	I				I			I	I	
PMDC 101	I			I						I
PCOS 001			I	I		I				
PENG 003	I					I				I
PENG 008	I					I				I
PBIO 121	I				I			I	I	
PHYS 121	I			I				I	I	
PCSK 001	I					I				I
PH 201		I					I			I
PHHA 211		I				I	I			I
PHPH 211		I		I			I		I	
PHPH 212		I		I		I			I	
ENGL 110	I					I				I
ARAB 101	I					I				I
IC 101	I					I			I	
PH 202			I	I				I	I	
PH 206	I					I	I		I	
PHPH 224		I		I			I			I
PHPH 225	I							I	I	
CHEM 295	I						I	I	I	
ARAB 102	I					I				I

Course code	Program Learning Outcomes									
IC 102	I					I			I	
PHPH 315		P		P	P				P	
PHPH 316		P			P		P			P
PHPH 317	P				P		P		P	
PHPH 318			P		P			P	P	
CHEM 285	P				P			P	P	
IC 103	P			P					P	
PHPH 327		P		P			P			P
PHPH 328			P		P			P	P	
PHPH 329		P			P		P		P	
PHPH 330		P			P		P			P
PHPH 331		P		P			P		P	
PHPH 332		P			P		P		P	
IC 104		P			P				P	
PHPH 412		M`			M	M				M
PHPH 413		M		M	M					M
PHPH 414		M			M			M	M	
PHPH 415			M		M			M	M	
PHPH 416			M		M			M	M	
PHPH 417			M		M			M	M	
PHPH 425			M			M				M
PHPH 426		M		M			M		M	
PHPH 427		M		M		M				M
PHPH 428			M		M			M	M	
PHPH 429		M		M			M		M	
PHPH 430		M		M			M		M	
PHPH 418		M		M		M				M
PHPH 419			M		M			M	M	
PHPH 444		M				M	M			M
PHPH 445			M		M		M		M	
Internship	M	M	M	M	M	M	M	M	M	M

> **Program Description** ()**:**

The description of the program is one of the forms of the National Center for Evaluation and Academic Accreditation. It has been adopted by the University of Ha'il as one of the pillars of its program quality course. The main objective of the program description is to support its planning, monitoring, and development by its implementers. These descriptions should include information indicating that the program will meet accreditation requirements, as well as its use as a guide for the program's faculty.

The program description includes general descriptive information on the program, focusing on the expected learning outcomes of students, teaching methods, and student evaluation strategies to ensure that they have acquired learning outcomes in the various areas of learning included in the national qualification's framework. The focus should be on the whole program to be seen as an integrated package of learning experiences that are presented through many courses. The program description comprises ongoing plans to evaluate its benefits and plan its development procedures.

The following points were taken into account when completing the program description:

1. Use the latest version of the form certified by the National Center for Evaluation and Academic Accreditation.

2. Complete all elements of the form for both parts at the headquarters and all branches that belong to the programs

3. The form should be the same for both parts at the headquarters and all branches that teach the program.

4. Permanent obligation to description once it is completed. This does not prevent modifications from time to time as a result of renewed experiments or changing circumstances.

5. Logical sequence when formulating the description of the program by developing the program's mission and its broad goals, then reviewing examples of equivalent programs, then considering any special requirements for this particular program. Finally starting to characterize the program using the latest form of the program description issued by the National Center for Evaluation and Academic Accreditation.

6. Formulate a matrix of learning outcomes at the program level. Distribute the content of the matrix appropriately to program courses at all levels. This is then should be discussed at a meeting of all faculty members of the program.

7. Complete the required information in each part of the form in detail to deliver it clearly to all faculty members participating in the program.

➢ **Public Health Program Performance Indicators:**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI - P-01	Percentage of achieve indicators of the program operational plan objectives(i8)	80%	Number of performance indicators of the operational plan objectives of the program that achieved the targeted annual level / total number of indicators targeted for these objectives in the same year x 100	Annually
2	KPI-p-02	The awareness and support of the teaching staff and administrators of the mission of the program/institution (i2)	94%	Survey	Annually
3	KPI-P-03	Students' evaluation of quality of learning experience in the program (i10)	4.50	Survey	Annually
4	KPI-P-04	Students' evaluation of the quality of the courses (i6)	4.63	Survey	End of each semester
5	KPI-P-05	Completion rate (i12)	80%	Cohort Analysis	Annually
6	KPI-P-06	First year students retention rate (i1)	100%	Cohort Analysis	Annually
7	KPI-P-07	Student's performance in the professional and /or national examinations	65%	Students' performance in the professional and/or national examinations	Annually
8	KPI-P-08	Graduates' employability and enrolment in postgraduate programs (i14, 19)	80%	Survey and analysis report for graduate's employment and enrollment	Annually
9	KPI-P-09	Average number of students in the class	15	Print from the banner system & & analysis report	Each semester

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
10	KPI-P-10	Employers' evaluation of the program graduates proficiency (i26)	4.00	Survey	Annually
11	KPI-P-11	Student evaluation of the value and quality of Field activities (i15)	4.00	Survey	End of each semester
12	KPI-P-12	Students' satisfaction with the offered services (i18,28)	4.50	Survey	Annually
13	KPI-P-13	Ratio of students to teaching staff (i9)	1:5	Inventory & analysis report for teaching staff and students	Annually
14	KPI-P-14	Percentage of teaching staff distribution	-	Inventory & analysis report for teaching staff	Annually
		a. Male	50%		
		b. emale	50%		
		c. rofessor	16%		
		d. ssociate Professor	24%		
		e. ssistant Professor	44%		
		f. ecturer	16%		
		g. eaching Assistant	NA		
15	KPI-P-15	Proportion of teaching staff leaving the program (I 37)	0%	Inventory & analysis report for teaching staff	Annually
16	KPI-P-16	Percentage of publications of Faculty members (i 36)	86%	Inventory & analysis report for teaching staff research committee report and analysis	Annually
17	KPI-P-17	Rate of published research per Faculty member (i 42)	0.9%	Inventory & analysis report for teaching staff research committee report and analysis	Annually
18	KPI-P-18	Citations rate in refereed journals per Faculty member (i 44)	1	Inventory & analysis report for teaching staff research committee report and analysis	Annually
19	KPI-P-19	Relevance of the qualifications and		The number of the teaching staff with	Annually

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		experience of faculty members to the courses they teach (i 17)	100%	suitable qualifications and experience for the courses they teach/ the total number of studied courses during the academic year × 100.	
20	KPI-P-20	The percentage of full time teaching staff members and the others of administrative staff that participate in community services activities (i 49)	100%	Analysis Report of community service activities and number of teaching staff members and the others of administrative staff that participated	Annually
21	KPI-P-21	Satisfaction of beneficiaries with the learning resources (i 13, 27, 33)	4.50	-Average satisfaction of beneficiaries with the adequacy and diversity of learning sources -Average satisfaction of the two beneficiaries of the support services provided for their use.	Annually
22	KPI-P-22	PLOs achievement	83%	Average of all percentage of program learning outcome evaluation (direct, indirect)	Annually

➢ **Program Course Descriptions:**

Course Title: **Epidemiology**

Course code: PH 201

Course level: 2nd year/ 1st semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION

The course covers applications of epidemiologic methods and procedures to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. Epidemiologic methods for the

control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design.

References (Textbooks):

Friis R.H. (2010). Epidemiology 101: Essential Public Health Series. Sudbury, MA: Jones and Bartlett Publishers, Inc. ISBN: 9780763754433 Companion website: http://www.jbpub.com/catalog/9780763754433

Course Title: **Biostatistics**

Course Code: PH 202

Course Prerequisite: ---

Course level: 2nd year/ 1st semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION:

This course provides the basic knowledge and skills of biostatistics, designed to teach students how to use a broad base of statistical methods and concepts to organize, analyze, and interpret hypotheses developed in various applications. This course consists of three main parts:

1. Data analysis and description.

2. Probability and random variables.

3. Inferential statistics.

Main goal for this class is to familiarize students with the various techniques of statistical analyses that are utilized in different disciplines. Emphasis will be on the basic concepts and their meaning, as well as their application and interpretation.

References (Textbooks):

- Elementary Statistics a Step by Step Approach, 6th Edition by Allan Bluman, McGraw/Hill, 2006.

Course Title:

Community Health

Course Code: PHPH 224

Course Prerequisite: PH201

Course level: 2nd year/ 1st semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION:

This course is designed to help students use their understanding of public health to improve the health of communities. Theoretical concepts important to our

understanding of community health, such as the meanings of health, the concept of community, and health problems are considered and framed. We will also consider how we study communities and the health issues they face.

Different Community Health topics will be reviewed including mental/emotional health, dietary practices, physical fitness, prevention, reduced risk and control of diseases. The use of alcohol, tobacco, and other drugs, with an emphasis on prevention strategies.

References (Textbooks):

-        Community health nursing caring for population / 4th Edition /Mary Jo Clark., Last Edition Naomi E. Ervin(2013).

Course Title   : Introduction to Health Management
Course No.   : PHHA 211
Prerequisite   : None
Course Level   : 2nd year / 1st. Semester
Credits Hours   : 3 / 15 weeks

Course Description:

It is the belief of the Faculty of Health Sciences/ Public Health Department at the University of Hail that the baccalaureate prepared graduate is expected to assume a leadership role in the maintenance and improvement of the health care services. Consequently, this course provides an overview of the concepts and principles of administration and leadership essentials to the management of the health care rendered to clients. It seeks to promote student's growth as future health care provider leaders able to affect quality of patient, family and community care, direct and evaluate health care providers, and introduce change where necessary to ensure better quality care   The content of this course is an introduction to other specific management courses which is integrated with different Public Health and Health Informatics Specialties.

Course Title: Foundation of Public Health

Course Code: PH PH 211

Course Prerequisite: ---

Course level: 2nd year/ 1st semester

Credit Hours: 2 credit hours.

COURSE DESCRIPTION

Public Health is a multidisciplinary field encompassing the theory and methods of the five core disciplines: biostatistics, environmental health, epidemiology, health management and policy, and social and behavioral sciences. Public

health research and practice utilize and integrate across these disciplines to understand and respond to health issues and challenges at the population and societal level.

Through a series of lectures, readings, discussions, and historical documentaries, this course presents an introduction to the core disciplines and the history and philosophy of public health. Historical examples of important public health challenges will be used to illustrate the nature, role, and organization of the public health response

Course Title: **Applied Epidemiology**

Course Code: PHPH 316

Course Prerequisite: PH 201

Course level: 2nd Year/ 2nd semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION:

This course presents an overview of the methods used in epidemiologic field investigations. It provides students with a comprehensive review of the basic components of an outbreak investigation, an introduction to public health surveillance, and an overview of specific types of investigations in which a field epidemiologist might become involved, including trace back studies, environmental health assessments, noninfectious health event investigations, contact tracing, and forensic epidemiology. In addition, resources that often come into play in outbreak investigations are presented, such as public health laboratories, the incident command system, and geographic information systems.

References (Textbooks):

-        MacDonald, PDM. Methods of Field Epidemiology. Sudbury, MA: Jones and Bartlett; 2011.

Course Title: **Health Education**

Course Number: PH PH212

Course Pre-requisite: None

Course Level: 2nd year, 2nd. semester

Credit hours: 3 credit hours / week

Course Description:

This course intends to equip participants with Principles, Strategies, and Scope of health education in community settings. The role of health education and its impact on human behavior will also be envisaged. Theories and Models that have been used in understanding, predicting, and modifying human behavior will be discussed, and conditions for applying the foresaid theories & models will be conceptualized. Relevant teaching methods will be employed.

Text Book:

Glanz, K.,Rimer,B.K., Lewis, F.M.(2002). Health Behavior & Health Education:

Theory, Research, and Practice. (3rd ed) Publisher, Jossy-Bass- Sanfrancisco, Ca. USA

Course Title:	**Organic Chemistry**
Course code:	CHEM 295
Course level:	2nd. year/ 2st. semester
Credit Hours :	3 credit hours.
Prerequisite:	

COURSE DESCRIPTION:

The course deals with the study of fundamentals of organic chemistry: structural theories, chemical bonds representation of structural formulas, molecular orbital theory, bond breaking, classification of reagents, electronic mechanism, synthesis, reactivity and mechanism of reactions of different classes of aliphatic and alicyclic and aromatic organic compounds: alkanes, cycloalkanes, alkenes, alkynes, alcohols, ethers, phenols, thiols , epoxides carboxylic acids and amines. This course also involves sterochemistry including both conformational and configurational isomerisms: optical and geometrical isomers.

Textbook: Hart, Craine, Hart and Hadad, Organic Chemistry, A short Course, 12th Edition (Houghton and Mifflin, Boston, 2007)

Course Title	Family Health
Course number	PHPH -327
Course Pre-requisite:	PHPH 224
Course level	: 3rd year/ 1st semester
Course Description:	

This course provides the basic knowledge and skills of family health, designed to teach students how to use a broad base of family planning methods and concepts to organize, analyze, and interpret knowledge developed in various applications. This course consists of five main parts:

- family health
- Maternal Health Care
- Family Planning Services
- Child Health Care
- Adolescent Reproductive Health Services.

Each of these topics will be taught in a two to three hours per week; depending on the magnitude of the sections to be covered in the topic.

Required Textbooks

Jimma University In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center (2004).family health

Course Title   : **Introduction to Mental Health**
Course number   : **PHPH -430**
Course Pre-requisite: : **PHPH330**
Course level   : **4ᵗʰ year** / 1ˢᵗ semester
Credit Hours   : 2 credit hours / week
Course Description:

This course provides the basic knowledge and skills of mental health, designed to teach students how to use a broad base of mental health problems and concepts to organize, analyze,

and interpret this knowledge to solve problems in various applications. This course consists of four main parts:

Introduction and Overview of the Course, what is mental and emotional health.

Biological foundations of mental health &illness .Diagnosis and classification of mental illness and emotional problems. Social sciences and mental health
Required Textbooks

1. Barlow, D. H., & Durand, V. M. (2015). Abnormal psychology: An integrative approach (CTE) (7ᵗʰ ed.). Australia: Wadsworth, Centage Learning.

Course Title   : **Air Pollution**
Course number   : **PHPH 415**
Course Pre-requisite: : PHPH 225
Course level   : 3ʳᵈ year/ 1ˢᵗ semester
Credit Hours   : 2 credit hours / week
COURSE DESCRIPTION
Air Pollution in the atmosphere is everywhere. Air pollutants have different effects on the atmosphere, vegetation, animals, and materials and human being. This course is aimed to provide detailed information on many topics including:

structure, composition, and physical characteristics of the atmosphere and its various layers; pollutant behavior in the atmosphere; global, regional, and community air pollutants; human health effects of exposure to air pollutants; standards and regulations pertaining to air pollution; and control of particulate matter and gaseous air pollutants.

Textbook

Liu, D.H.F. and Liptak, B.G. (1999). Air Pollution. Lewis Publishers.

Manahan, S.E. (2000). Environmental Chemistry, 7th ed. Lewis Publishers

Course Title:	**Fundamental of Human Diseases**
Course Code:	PHPH 317
Course Prerequisite:	PH206
Course level:	3rd year/ 1st semester
Credit Hours:	3 credit hours

COURSE DESCRIPTION

The purpose of this course is to provide public health students with knowledge, attitudes, and skills pertinent to human diseases. Provision of strategies, and procedures of controlling these diseases will be the focus of this course, and prevailing factors, and conditions related to these diseases will be envisaged as well.

Principles of communicable and non communicable diseases will be discussed as well as transmission, and screening surveys related to the discussed diseases with special reference to the immunity and immune response.

References (Textbooks):

Zelman,M., Tompary, E., Raymond, J., Holdaway, MA., Mulvihil, ML. (2010) Human Diseases: A system approach. 7th ed. Pearson Education inc. New Jersey. USA.

Course Title:	**Water Quality**
Course Code:	PHPH318
Course Prerequisite:	PHPH225
Course level:	3rd year/ 1st Semester
Credit Hours:	3 credit hours (2T + 1P)

COURSE DESCRIPTION

The course involves the concept of water resources, water pollution and its sources, in addition the hydrologic cycle. It presents the basic concepts concerning evaluation of water Quality, and implementation of pertinent water quality management issues. Topics of focus include: water quality standards and criteria; principles of water quality management; regulatory considerations; diffuse pollution and global aspects of sustainable water quality control

strategies. The laboratory portion of the course includes wet chemistry for water quality analyses pertinent to public health sciences, such as Turbidity, Total Dissolved Salts and conductivity, Hardness, Calcium, magnesium, chloride, biochemical oxygen demand, chemical oxygen demand, total organic carbon, …etc.

References (Textbooks):
-Water Resources, Planning & Development, by Vinay Kumar Rai, DEEP & DEEP Publications (2003).

Course Title:	**General Microbiology**
Course code:	PHPH225
Course Prerequisite:	None
Course level:	3rd year/ 1st semester
Credit Hours:	3 credit hours.

COURSE DESCRIPTION

This course provides the students with the background they need in different aspects of microbiology for their future career in public health. It also provides them with necessary knowledge in microbiology for other courses such as infectious and communicable diseases, medical entomology and Parasitology, and food safety. This course covers the basic principles of microbiology, detailed information on major microbes (viruses, bacteria, fungi, and protozoa) regarding their properties, mode of transmission, pathogenesis, clinical findings, laboratory diagnosis, treatment and prevention.

References (Textbooks):

- Tortora, Funke, and Case. 2010. Microbiology: an Introduction. 10th ed. Pearson/Benjamin Cummings.

Course Title	**: Graduation Project**
Course number	**: PHPH 426**
Course level	**: 4th year/ 1st semester**
RREQUESITES	
Credit Hours	**: 3Hours**

This course is designed to assist students in the completion of their research paper or graduate project. The expectation is that all students begin this course having already developed a proposal for the research in WED 561. Therefore, this course is designed to provide guidance in the final completion of the research paper/graduate project and to prepare students for the oral defense.

All assignments must be received by the instructor on or prior to the due date. For those students who reside some distance from the campus, assignments may be sent via email attachment, postal service, or by fax.

Course Number: PH 206

Course Title: Human Anatomy

Semester: Second

Credit Hours 2

Course Objectives: Is designed as an introduction course in Human Anatomy and Physiology. It is geared to students in the health-oriented, medical and biological programs. However, it may also be useful to premedical

Required Text: Lecture

You are not required to purchase a textbook for this course. A free online textbook has been provided for you in your D2L course. The free text is provided by Open Stax which allows for free online access to learning material. In addition, Hole's Human Anatomy and Physiology PDF textbook is also available for you to access. Both items are free. See image of free textbook below.

Located in D2L is a pdf of this free Human Anatomy Textbook is the primary text for this course:

http://openstaxcollege.org/textbooks/anatomy-and-physiology/resources

Free PDF of this textbook is also located in ASU D2LS.

Course Title: Research Methodology in health sciences

Course code & No. : PHPH 414

Course prerequisite: PHPH 223

Course level: 4th year

Course description:-

This course aims to help our graduates learn the basic concepts, and principles of the scientific method, particularly research design, and the different applications of research types. The course will not only provides useful information of research on the field of health sciences, but will also help those using it to become more efficient and productive**.**

course Objectives

By the end of this course, participants will be able to:

1.   Demonstrate awareness of importance of research in health fields for solving main health problems and for promotion of health.
2.   Conduct salient research by applying relevant methodologies, relevant analyses procedures, and draw relevant interpretations.

3.   When reviewing published research in the area of their specialization, they will be able to assess the quality, identify the type of research conducted as well as pinpointing the relevance of the tests used in analyzing the data.

Course Title   **Infection control**
Course number   : **PHPH 425**
Course level   : **4th year/ 1st semester**
RREQUESITES   **PHPH 225**
Credit Hours   : **3Hour**
Course Description:

This course provides students with an opportunity to advance knowledge and skills in infection prevention and control in contemporary healthcare practice. Students will be encouraged to explore aspects of clinical governance, prevention of infection and outbreak/exposure management, with particular relevance to the student's specialist clinical practice

Course Title: **Primary health care**
Course code: PHPH 315
Course Prerequisite: PHPH224
Course level: 3rd year/ 2nd semester
Credit Hours   :   3 credit hours.
 COURSE DESCRIPTION
This course intends to provide participants with the required knowledge, skills, and attitudes to carry out all related and essential health care at the first level of contact of the individual or family with the national health system. Students will come to know the conditions of health care services preceded Almaatta conference in 1978; where the need arises for primary health care accessible to all, and meet the objectives of health for all by the year 2000. Students also will be introduced to another traditional medicine system widely practiced for cure of illnesses
 known in the medical literature as alternative medicine as opposed to the western modern medicine.
Course Title: **Medical Entomology**
Course Code: PHPH428
Course Prerequisite: PHPH428
Course level: 3rd year/ 2nd semester
Credit Hours: 3 credit hours
 COURSE DESCRIPTION

This course intends to introduce public health students to the many types of insects of medical importance. Numerous insects live close to man, acts as vector or carriers of diseases. A study of the arthropods of medical importance is known as medical entomology, which is an important branch of public health and preventive medicine.

In this course, students will study the distinctive characters of arthropods of medical importance, and their classifications; important diseases conveyed by them will be discussed, highlighting the causative organism whether its bacterial, viral, parasitic, or arbovirus, related to the carrier vector.

Course Title: **Solid and Liquid Waste Management**

Course Code: PHPH329

Course Prerequisite: PHPH329

Course level: 2nd year/ 2nd Semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION

The course is concerned with the importance, theory and operation of wastewater treatment processes, and fundamentals of municipal and industrial wastewater treatment. This is in addition to introducing the concepts of wastewater recycle and reuse.

References (Textbooks):

- Handbook Water and Wastewater Treatment Technologies (2002), by Nicholas

Course Title: **Food Safety**

Course Code: PHPH417

Course Prerequisite: PHPH225

Course level: 3rd year/ 2nd semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION

This course covers conditions and practices that cause food-borne illnesses, organisms responsible, elements of a food safety control system, worker sanitation, and the best practices for processing, retail and the home kitchen. More emphasis will be on microbial, chemical, and physical hazards in food, genetically modified food, food additives, hormones and antibiotics. Controlling strategies of these hazards in food will be covered.

References (Textbooks):

- Make It Safe: A Guide to Food Safety. **2010. CSIRO** PUBLISHING.
- Food Safety: A Reference Handbook by Nina Redman. 2000. 2nd Edition. Contemporary World Issues.

Course Title   **Disaster Management**

Course number   PHPH332

Course Prerequisite: PHPH224

Course level   3rd year/ 2nd semester

Credit Hours   3 credit hours

COURSE DESCRIPTION

All communities are vulnerable to disasters, both natural and man-made. This course is intended for students to require an introductory level understanding of the concepts underpinning, and practical processes involved in the management of disasters. It will also prepare the students for taking a role in facing any type of disaster that he may encounter.

References (Textbooks):

Haddow G., Introduction to Emergency Management, Fourth Edition

Course Title: **Human Nutrition**

Course Number: PHPH330

Prerequisite: PHPH317

Credits: 2 Credit Hours

Course Description:

Food and Nutrition gives candidates the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society. Candidates must apply knowledge gained from the Food and Nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

Textbooks: Understanding Nutrition, 12th Ed. Whitney & Rolfes, 2011. Wadsworth, Cengage learning.

Course Title: **Public Health Ethics and Laws**

Course Code: PHPH331

Course Prerequisite: PH 211

Course level: 4th year/ 1st semester

Credit Hours: 3 credit hours.

COURSE DESCRIPTION

Health Care Law is a rapidly growing field of study in the Health Care system and health care law field. Health Care and human services professionals working in hospital settings as well as community based care facilities should

benefit out of this course. This course provides an understanding of legal system relevant to clinical practice and policy making. The building blocks of legal analysis are essential to getting the most from this course. Health law is a field that touches most people's life. This course is designed as a survey of key contemporary issues in health law. It emphasizes case study learning. Its objective is to teach you to think just enough like a lawyer to work through problems with legal aspects.

References (Textbooks):

- Downy, Jocelyn, Timothy Caulfield, and Colleen Flood, eds. *Canadian Health Law and Policy*. 2nd ed. Markham, ON: Butterworth's Canada, 2002.

Course Title: **Occupational Health and Safety**

Course Code: PHPH412

Course Prerequisite: PHPH225

Course level: 3rd year/ 2nd semester

Credit Hours: 3 credit hours

COURSE DESCRIPTION

This course will address the most important health disorders affecting people as a result of their work: respiratory diseases, musculoskeletal disorders such as those caused by overexertion or repeated exertion, cancer, hearing loss, skin disorders and occupational stress. Focusing on identifying and preventing work-related diseases, the course will

commence with an introduction to scientific method, and the application of scientific method, particularly epidemiology, to the critical evaluation of the relationship between work exposures and the occurrence of disease. General principles of toxicology will also be studied. Major occupational disorders will be introduced as examples following the scientific method section.

References (Textbooks):

Introduction to Occupational Health in Public Health Practice, Bernard J. Healer and Kenneth T. Walker, 2009. 1st edition, Published by Josei-Bass, A Wiley Imprint

Course Title: **Issues in Public Health**

Course code: PHPH429

Course Prerequisite: PHPH417

Course level: 4th year/ 2nd semester

Credit Hours : 2 credit hours

COURSE DESCRIPTION

This course intends to provide public health students with knowledge, attitudes, and skills in diverse important issues related to public health that was not part of any of the courses currently taught in this program. The course covers the following topics:-

Social determinants of disease Smoking: Health effects and control

Alcohol-related health problems Prison health Injuries and the public health.

Each of these topics will be taught in a two to three hours per week; depending on the magnitude of the sections to be covered in the topic.

Course Title: **Social Marketing in Public Health**
Course code: PHPH427
Course Prerequisite: PHPH315
Course level: 4th year/ 2nd semester
Credit Hours   :   3 credit hours

COURSE DESCRIPTION

This course introduces public health students to a new strategy indicating the grand influence of using marketing procedures to sell public health to influence target population behaviors that benefit society as well as the target population.

It relies on the principles and techniques developed by commercial marketing especially the marketing mix strategies, conventionally called the 4Ps- Product, Price, Place, and promotion. The use of marketing to design and implement programs to promote public health has grown in popularity, and usage within the public health community. Recently it is widely used to promote breast feeding, decrease fat consumption, and promote physical activity. There are four major arenas that are going to be focused on in this course. Public health promotion, injury prevention, environmental protection, and community mobilization.

References (Textbooks):
-      Siegel, M. Doner, L.   (1998). marketing public health: Strategies to promote social marketing. Gaithers burg, MD: Aspen

Course Title: **Global Health**
Course Code: PHPH413

Course Prerequisite: PHPH315
Course level: Elective
 Credit Hours: 2 credit hours
COURSE DESCRIPTION
This course is a clear, concise, and user-friendly introduction to the most critical issues in global health. It illustrates key themes with an extensive set of case studies, examples, and the latest evidence. While the book offers a global perspective, particular attention is given to the health-development link, to developing countries, and to the health needs of poor and disadvantaged people. Global Health 101 builds on the success of an introductory global health course taught by the author at the George Washington School of Public Health and Health Services and is ideally suited for the Association of American Colleges and Universities recommended course by the same name. The text is accompanied by a wealth of instructor's resources, as well as a robust companion website with videos, presentations, and references intended to help both teachers and students.

References (Textbooks):

- Global Health 101, Second Edition, Richard Skolnik, MPA, The George Washington University, Washington D.C. ISBN-13: 9780763797515© 2012
Elective Courses

Course Title: **Public Health planning and Evaluation**

Course code: PHPH 444

Course Prerequisite: ---

 Course level: Elective

 Credit Hours : 2 credit hours.

 COURSE DESCRIPTION
This course aims at providing public health students with knowledge, skills and successful practices in health planning processes. Participants will study purposes, principles, and types of health planning; as well as methods of program evaluation, formative and summative types. Purposes of planning as cost containment; the iterative nature of planning and its distinct nature that has put it in opposition to the principles of laissez fair. All these topics will be discussed in the class room with participants; as well as problems that known to be inherent in public health planning.

Course Title: **Family and Community Violence in Public Health**
Course Code: PHPH 418

Course Prerequisite: ---
Course level: Elective
Credit Hours: 2 credit hours

COURSE DESCRIPTION

 The objective of this course will be to identify and to focus on the most serious policy and research issues which are specific to the field of family violence. The course will cover theory, research, and applied programs in community settings.

References (Textbooks):

Barnett, O.W., Miller-Perrin, C.L. & Perrin, R.D. (2011). Family violence across the   lifespan: An introduction. (Third edition) Thousand Oaks, CA: Sage Publications

Course Title: **Environmental, Health and Population**
Course Code: PHPH 425
Course Prerequisite: ---
Course level: Elective
Credit Hours: 2 credit hours

COURSE DESCRIPTION

The course is a study of the human population and the relationship between environmental conditions and changing human population dynamics.

Students are introduced to recent patterns of human population dynamics, their consequences to ecological and global environmental systems, and subsequent uneven effects on the quality of life of diverse populations.

Also provides students with a basic understanding of the science of demography and health implications of major population issues in the contemporary world. Students explore population changes over time; elements of demography; child survival and mortality; family and households and demographic change; the demography of social and economic inequality, role of women, urbanization, migration and fertility. Finally, students examine world demographic patterns, synthesizing the data and issues surrounding the importance of population to public health.

References (Textbooks):

-       U.S. Census Bureau. 2004. "Global Population Growth." Pp. 9-30 in: Global Population Profile: 2002. Washington D.C. United States Government Printing Office.

Faculty members have prepared a set of descriptions for each course in the program's study plan, to clarify the details of the course plan as part of an upstream procedure package to achieve learning outcomes expected for the program as a whole.

Course descriptions have included the knowledge and skills to be developed by students, in line with the "National Framework for Qualifications" document as well as in line with teaching and evaluation strategies (in full detail guiding all teachers), with the need for course-level learning outcomes to be consistent with teaching strategies and teaching methods.

➢ **Program Description of Field Experience:**

Field experience activity in many professional programs (which may be called field training, cooperative program, or other names) is one of the most important components of the program. Although, the field experience is usually provided outside the educational institution's headquarters in one of the factories or professional sites and gives people outside the educational institution supervision, partially at least. However, it should be considered as a course like other courses. It should be planned and evaluated with great care.

A special description of field experience has been developed that ensures what students are expected to learn and what needs to be done to ensure that the learning process is achieved. In turn. it requires good preparation for students and planning in cooperation with those in which field experience will be provided. The description also included some follow-up activities with students to enhance what they have learned and to simulate other situations to which they are likely to be exposed in their careers.

➢ **Program Course Reports:**

At the end of each semester or year in which a course is taught (depending on the course period), each instructor prepares a summary report on the

course to be presented to the program coordinator. A copy of the course description should be attached as part of the course file for consideration when reviewing the program.

➢ **Program Field Experience Report:**

The Field Experience Rapporteur coordinator prepares a field experience report annually to documents what is going on and how effective the training programs are. reviews the results and plans any future adjustments to develop field experience. The key elements of the report resemble the elements of the course reports, However, there must be some difference in some aspects of the report due to the nature of field experience.

➢ **Program Report:**

The program coordinator prepares an annual report on the program by the end of each year after considering course reports and other sources of information on the effectiveness of the program's implementation. The paragraph of the action plan of the annual program report sets out specific improvement priorities and important issues that should be closely monitored on an ongoing basis. Those issues must be included in the annual report.

The program's annual report on the quality of the program is evidence-based. The discussion of evidence in the Program Description Form includes a special paragraph for program administrators to review the direct measurement of learning outcomes at the program level. It should be, in compliance with the National Centre's recommendation that is one to three educational outcomes should be measured each year during a five-year course. This will enable program administrators to measure directly all learning outcomes at the program level during this time cycle.

It should be noted that the program has put appropriate procedures to ensure that Program Reports and Courses Reports are accomplished as soon as possible. So that any necessary responses can be implemented without undue delay. The program coordinator also provides copies of the annual report of

the program to the Dean of the College or the head of the department in charge of the program as well as to the Deanship of Quality & Development. Also, the program is keen to provide annual information on the key performance indicators of the program to enable the High-Quality Committee and other relevant committees to monitor the quality of programs. The performance indicators at all levels should include the specific performance indicators required by the National Center. In addition to any added indicators identified by the program to follow up on performance or follow up on the progress of quality initiatives.

Third Axis: Program Quality of Courses Design:

This is done by selecting the necessary course elements and units, which the student must study. These topics are then grouped according to their convergence, interdependence, and complementarity. Then give the course a suitable name, give these topics the appropriate weight in terms of the number of hours adopted, the hours of communication, the need for practical hours, the cognitive topics that the student must know after graduation, and identify the contemporary scientific references that include the subjects identified. This method gives us a guarantee that the selection of the course was not based on the preference and brightness of its name, but rather on the identified cognitive content. Thus, we have obtained a balance that preserves the proportionality between the goals and inputs of the program and the outcomes (student). By this, we will make sure that there is no similarity or repetition in the content of the courses in this plan. These are some points that must be taken into account when selecting courses:

- The name and goals of the course, as well as the identification of the study content in which this course can be studied. This should be done in light of the comprehensive and balanced distribution of courses in the program

• Determine the number of credit hours, the number of contact hours, the number of practical hours that suit the size of the courses scientifically and academically.

• Identify the learning outcomes, learning skills of the course, determine the mechanism of measuring and evaluating the student's performance in the course (the continuous and approved evaluation is preferred not only at the lower levels of thinking such as preservation and recollection, but deals with modern methods of evaluation, namely the higher levels of thinking like deduction and application and none traditional methods.

• Identify a distinguished scientific reference that ensures that the student has access to the latest knowledge information in this discipline, and determines the reference books that the student and the course instructor can use separately.

First: Quality Standards for Formulating Course Objectives:

No.	Standards/benchmark achievement indicators
1	**Integration with the goals and study plan of the program**
1-1	The goals of the course are generally based on the goals of the program.
1-2	The course's goals represent the scientific skills and knowledge to be given to the student in the light of the study plan.
1-3	The goals of the course cover all the knowledge and performance skills targeted to be achieved by the student through his/her study of the course
2	**Linking science to technology.**
2-1	The goals of the course represent the combination of the theoretical knowledge aspect and the technical dimension of this knowledge (in the courses required).
2-2	The course's goals focus on linking theory to application.
2-3	The goals of the course focus on highlighting the role of technology in linking knowledge, industry, and the labor market
3	**Demonstrate the importance of science on learners' lives**
3-1	The goals of the course focus on highlighting the role of science in modifying the student's behavior

No.	Standards/benchmark achievement indicators
3-2	The course's goals focus on the applied aspects of learning.
3-3	The goals of the course are interrelated to the development of the community and the local environment.
4	Linking goals to problems and projects
4-1	The goals of the course are linked to the strategic plans of the state and national projects
4-2	The course's goals lead to how course learning outcomes are applied.
5	Representing of science characteristics in the field of specialization
5-1	The goal represents the rooting of knowledge structure.
5-2	The goal is to confirm the cumulative experience.
5-3	The goal emphasizes the logic of science.
5-4	The goal highlights the standards for generalizing theories.
6	The goals of the course concentrate on developing all aspects of learning of the student
6-1	The goals of the course focus on developing mental and intellectual aspects.
6-2	The goals of the course focus on developing theoretical knowledge aspects.
6-3	The goals of the course focus on developing social aspects related to peaceful coexistence and acceptance of the other.
6-4	The goals of the course focus on developing applied performance skills.
6-5	The goals of the course focus on developing psychological and moral aspects.
6-6	The goals of the course focus on developing mental and intellectual aspects.
7	Combining theory with practice
7-1	Balance of the goals of the course between theoretical and applied aspects
7-2	The goals of the course link learned knowledge with some real-life issues.
7-3	The course's goals emphasize solutions for real problems in the surrounding environment.

Second: Quality Standards for Formulating Course Learning Outcomes:

No.	Standards/benchmark indicators
1	Compatibility within the goals of the course

No.	Standards/benchmark indicators
1-1	Learning outcomes are formulated in the light of the objectives.
1-2	Learning outcomes include all theories relevant to the course.
1-3	Learning outcomes contain knowledge and facts relevant to the course.
1-4	Learning outcomes contain concepts and terminology relevant to the course.
2	**Transfer abstract science to practical applications.**
2-1	Provides mechanisms for how to turn abstract facts into practical applications.
2-2	Focuses on highlighting the difference between abstract and theoretical science
2-3	Emphasizes the controls of the application of science.
2-4	Emphasizes the provision of innovative solutions to simplify abstract facts and knowledge. This is achievable through virtual examples and modeling, to bring abstract meanings closer together and clarify them.
3	**Merging the characteristics of science and technology.**
3-1	Focuses on linking science and industry.
3-2	Emphasizes the integration of science and technology.
3-3	links science and technology with the knowledge economy.
4	**Experimenting the scientific knowledge.**
4	Knowledge is classified into theory and experimentation.
4-1	Determines the steps of the experimental approach.
4-2	Emphasizes the principles of the scientific approach in experimentation.
5	**Showing the relationship between scientific knowledge in the course and other knowledge**
5-1	Differentiates scientific knowledge in the course itself.
5-2	Identifies similarities and differences between knowledge and facts
5-3	Scientific in this course and other sciences.

No.	Standards/benchmark indicators
5-4	Highlights the overlap points in the knowledge and facts contained in the course**.**
6	**Interpreting the phenomena to understand the nature of science.**
6-1	Defines the concept of the scientific phenomenon.
6-2	Determines the characteristics of the scientific phenomenon.
6-3	Predicts the fates of the scientific phenomenon.
7	**Highlighting the nature of science relevant to the course by analyzing its history and tracking its development.**
7-1	Shows the characteristics of science
7-2	Highlights the stages of the development of science chronologically
7-3	Illustrates the most important factors in the development of science.
7-4	Discovers the relationship between this science and technical, industrial, or economic progress... etc**.**

Third: Quality Standards of Course Content:

No.	Standards/benchmark achievement indicators
1	**Content integration with program goals and predetermined learning outcomes**
1-1	The Content is formulated in light of the course's objectives.
1-2	The Content is formulated in the light of the learning goals to be achieved.
1-3	The content covers, in balance, the goals of the course and learning outcomes.
1-4	In the formulation of content, the relative weights of learning outcomes are taken into account
1-5	Learning and goals should be according to the specification schedule.
1-6	The content is prepared in the light of the range and sequence matrix.
2	**The content emphasizes the key scientific concepts in the course,**

No.	Standards/benchmark achievement indicators
	that serving other courses in the specialization
2-1	The content takes into account the integration in treating the scientific concepts.
2-2	The content takes into account the integration in treating the scientific concepts with other courses
2-3	The content takes into account the construction of knowledge. It starts from where the content of the previous requirement ended
2-4	The content illustrates the similarities and differences between different scientific concepts, particularly those addressed through other courses.
3	**Focus on the new development in the field of the course.**
3-1	The content provides the latest scientific developments in this area.
3-2	The new knowledge and facts contained in the course are addressed in detail and clarification, as same as done to old knowledge.
3-3	At the end of each semester or lesson in the course, a list of recent references a student may need to enrich his or her knowledge of everything new is attached.
4	**Emphasizing the conversion of new content to the familiar student's knowledge.**
4-1	Content is displayed through modeling and simulation to simplify to the student the new and unfamiliar knowledge.
4-2	The right number of examples, explanations, and illustrations are provided to simplify new knowledge to the student
4-3	Several exercises and activities are offered to encourage the students to provide vital applications for what is new, to apply it on the ground, or through simulation.
5	**Emphasizing innovative learning by building and organizing content.**
5-1	The Content is presented in an analytical generative manner that

No.	Standards/benchmark achievement indicators
	develops the student's ability to analyze and predict.
5-2	The Content is provided through concept maps. The student has the opportunity to complete the deficiencies.
5-3	The content includes fluency-developing exercises and activities.
5-4	The content includes exercises and activities that develop flexibility.
5-5	The content includes training and activities that develop uniqueness.
5-6	The content includes training and activities that develop sensitivity to problems.
5-7	The content includes exercises and activities that develop inquisitiveness.
6	**Emphasizing meaningful learning by inspecting and organizing the content.**
6-1	The content emphasizes the linking of learning with the student's life and his environment
6-2	The content emphasizes the linking learning with the student's life and his surrounding environment
6-3	The content highlights the Knowledge depth of cognitive skills.
6-4	The content emphasizes the applied dimension of the Knowledge aspects.
7	**Respect the student's mentality and meet his intellectual and psychological needs.**
7-1	The content is organized in a logical psychological way that takes into account the student's level of thinking.
7-2	The knowledge of content is organized in an integrated sequential manner.
7-3	The organization content takes into account the element of balance.
7-4	The organization of content takes inclusiveness into account.
7-5	The organization of content takes gradient into account.

No.	Standards/benchmark achievement indicators
8	**Linking scientific concepts with the surrounding environment.**
8-1	The content takes into account linking scientific concepts to the elements of the surrounding environment.
8-2	The content provides vital examples of the environment that illustrate the facts and concepts contained in it.
8-3	The content explains some of the surrounding environmental phenomena.
8-4	Content provides solutions to some of the problems in the environment.
9	**Providing the content through educational situations.**
9-1	The content is displayed through dynamic, realistic, or virtual, learnable situations.
9-2	The Content focuses on addressing issues and problems through diverse educational situations.
9-3	The content takes into account the logical educational position and all the characteristics of science and the habits of the mind.
10	**Emphasizing the research question skills.**
10-1	It provides a range of questions and exercises that guide the student to use the library.
10-2	The content refers the student to dilemmas that necessitate the use of scientific research.
10-3	The content provides training and activities that develop the student's discovery skills.

Fourth: Quality Standards for Building Course Educational Tests:

No.	Standards/benchmark achievement indicators
1	**Integration of tests with the goals and the course learning bylaws.**
1-1	The tests take into account the measurement of goals and course learning outcomes.
1-2	Learning outcomes determine the quality and appropriate forms of

No.	Standards/benchmark achievement indicators
	testing.
2	**In building test, relative weights of content should be taken into account**
2-1	The test covers learning outcomes according to their relative weights in the course.
3	**Measuring the different levels of Comprehension.**
3-1	The test measures different levels of Comprehension, ranging from the traditional level of Comprehension to the level of creative comprehension.
3-2	Formulate test vocabulary according to the skills they measure.
3-3	Every single component should measure one skill of Comprehension levels.
4	**Representing the moderate curve of the student achievement levels.**
4-1	The test is formulated steadily to take into account students' differences.
4-2	The results of a good test represent the moderate curve of student achievement levels.
5	**Blending of different forms of tests.**
5-1	The types of tests are varied between (Subjective tests and objective tests).
5-2	Objective tests are diversified (Fill in the blanks - true and falls – multiple-choice questions- matching...) Taking into account the controls of each type.
5-3	Subjective Essay tests are mixed between (closed and open ends) taking into account their respective controls.
6	**Apply the administrative regulations and bylaws in test preparation.**
6-1	Adheres to the Regulations of the Study and Examinations Rules approved by the University

No.	Standards/benchmark achievement indicators
6-2	Provides the right environment for the test submission.
6-3	Notify students of the results of the tests on the determined time
6-4	The student is granted access to his answer paper if he or she wishes to do so depending on the regulations and bylaws specified in the regulations.
7	**Set up a specification table for each test in light of the skills it measures.**
7-1	Sets relative weights for all contents of the course.
7-2	Takes into account the appropriate weight of the content, objective, or learning outcome that needed to be measured in the test.
7-3	Make sure that the test represents the real relative weights in the course to measure the extent to which the goals are achieved.
8	**Taking into account the balance and integration with tests in other courses at the college.**
8-1	Coordinates with other course instructors regarding the mechanism and controls of tests.
8-2	The test should be among the mechanisms adopted in the program.
8-3	The test is integrated with the tests in other courses in the program in terms of form and content

Fifth: Procedures for Course Implementation:

1. Determining the goals of the course.

2. Determining the learning outcomes of the course.

3. Preparing the description of the course.

4. Teaching the course inside the classroom.

5. Announcement of the description of the course in the first lecture.

6. Providing systematic curricula and extra-curricula activities to enrich study subjects.

7. Activating classroom discussions during lectures.

8. Diversify teaching methods to provide the vocabulary of the course to suit the nature of the course learning outcomes.

9. Students present relevant presentations in front of their colleagues.

10. Use a variety of assessment methods to suit the target learning outcomes of the course as well as the scientific content of the course

11. Prepare the theoretical exam paper according to quality standards.

12. Check students' grades in more than one way.

13. Return test answer sheets to students.

14. Discussion of students' answers after marking the test (at least in monthly and midterm tests)

15. Evaluation of the course of faculty, students, and internal and external reviewers.

16. Prepare the course report.

17. Take corrective action according to the results of the course evaluation.

Fourth Axis: Program Course Quality of Review and Evaluation:

First: Concept of Reviewing and Evaluating the Course:

The course evaluation and review process is defined as a systematic and regular review and evaluation of all components and activities of the course according to the developments and results of the evaluation.

Second: Overall Goals of Reviewing and Evaluating the Course:

The evaluation and review process of the course aims to identify the extent to which the course achieves its goals and learning outcomes and ensure its effectiveness, so the evaluation and periodic review of the course are necessary to ensure its development and improvement and to verify it is keeping up with all developments in the field of specialization.

Third: Course Review and Evaluation Standards :

1. The periodic evaluation and review of the course should be conducted annually if necessary.

2. The tools used in the course evaluation process should vary and not be limited to one type.

3. Relying on documented evidence and avoiding personal opinions and impressions.

4. The evaluation process should go hand in hand with the teaching and learning process to ensure that the effectiveness of the course is constantly monitored and that aspects of excellence and weaknesses when are observed.

5. The course should be reviewed and evaluated by students, faculty, and experienced specialists.

Fourth: Mechanism for Reviewing and Evaluating the Course:

➢ College-level Course review and evaluation procedures:

1. Forming the internal review committee at the college level in the light of clear and specific standards and tasks, to be carried out by this committee in several tasks, including reviewing the course file and its various contents, the most prominent of which are course descriptions and course reports.

2. Internal and external review of the course.

3. Applying different course evaluation questionnaires, the most important ones are:

    a) The students' evaluation of the course questionnaires.
    b) Questionnaire of field experience assessment.
    c) The evaluation of the course by faculty members` questionnaires.
    d) Questionnaire of field experience evaluation by supervisors.

4. Discussion of the results of the course review at the level of the governing committees and councils.

4. Development decisions by governing councils according to the results of the review and evaluation of decisions. (Course Quality Loop)

➢ Procedures for Reviewing and Evaluating the Course at the Deanship of Quality & Development:

1. Review the course file through scheduled semester visits, including:

a) Review the goals of the course

b) Review the target learning outcomes of the course.

c) Review the description of the course

d) Review course teaching strategies

e) Review the evaluation methods of the course

f) Review the theoretical exam paper.

g) Review models of students' work.

h) Review the extent to which the paper and electronic forms for measuring targeted learning outcomes are met at the course level

2. Review the descriptions and reports of courses through competitive competitions held by the Deanship of Quality and Development.

3. Review the descriptions and reports of courses through the simulation visits of the Quality and Development Deanship of eligible accreditation programs.

4. Review the descriptions of courses when creating and developing the program.

5. Review the teaching-learning methods used by the faculty member, and verify the extent to which they are applied on the ground through classroom observation and student interviews, according to what is included in the course descriptions.

➢ Course Review and Evaluation Forms:

1. Course file review form.

2. Course description review form.

3. Course report review form.

4. Review form for the study of including scientific research in courses results

5. Field Experience Characterization Review Form

6. Field Experience Report Review Form

7. Course content quality standards review form.

8. Course-related standard quality review Form of course exams.

9. Form of reviewing of learning and teaching methods used when teaching course subjects.

10. PLO's/CLO's relationship matrix, course topics, teaching strategies, and evaluation methods.

11. Descriptive evaluation Form of the extent to which the standards for writing the exam paper are applied.

12. Form for evaluation to measure the learning outcomes of the course pre and after teaching.

13. Internal/external review results report Form for the course.

Fifth Axis: Program Quality Review and Evaluation:

First: Program Review and Evaluation Concept:

The evaluation and review process of the program is defined as a systematic and regular review and evaluation of all components and activities of the program for each given period.

Second: Program Review and Evaluation Goals:

The evaluation and review process of the program in general aims to identify the extent to which the program achieves its goals and learning outcomes and ensures its effectiveness. So, the evaluation and periodic review of the program by its administrators is necessary to ensure development and improvement processes and keep pace with technical innovations, scientific developments, and the labor market. The goals of the program review and evaluation can be set as follows:

1. The success of the program in preparing highly qualified graduates to practice their specialization effectively

2. The appropriateness of the educational practices of the program to the appropriate teaching and learning strategies for higher education

3. The extent to which the program meets the approved quality standards in terms of actual implementation

4. The novelty of what is presented in the courses of the program, its integration, and its balance in terms of meeting the requirements of the university and college, the basic requirements of specialization, and its academic and professional developments, from the point of view of students, faculty, employers, experts, and specialists.

5. Determining the quality of career options and job opportunities provided by the program to graduates, by analyzing the program functionally.

6. Evaluate the availability of resources to activate program processes; and the extent to which they are employed in optimal teaching and learning processes and strategies.

7. Analyse and monitor the gap, if any, between the skills and strategies identified in the program document, what is done at the implementation level, and then identify the causes and treatment.

Third: Program Review and Evaluation Justifications:

1. The massive expansion and diversity of higher education systems and institutions at present, and the multiplicity of disciplines and scientific approaches.

2. Many communities and international institutions related to higher education are increasingly aware of the controls, traditional academic practices, methods, and standards used in the evaluation, and then the penalty, exclamation, and control of higher education inputs, processes, activities, and outcomes, to ensure their quality and quantity.

3. The need for institutions operating under the umbrella of higher education to evaluate how they perform in all activities, to control the inputs, and the outcomes appear clearly.

4. Increase the efficiency of graduates from the university.

5. Contribute to ensuring the quality of programs

6. Meet the needs of the student, the community, and the labor market.

Fourth: Program Review and Evaluation Standards:

1. The periodic evaluation and review of the program should be conducted once (3-5) years and reports are prepared on the overall level of quality in the program, identifying strengths and weaknesses, and important levels of quality disparities between the program's practices and activities.

2. The tools used in the program evaluation process should vary and not be limited to one type of tool.

3. Relying on documented evidence and proofs away from personal opinions and impressions.

4. Comprehensiveness: In the sense that the evaluation process is not limited to specific parts of the program but includes inputs and processes (including the recommendations of the consultancy committee of the program, the results of the survey of graduates and students), and the outcomes of the program with attention to learning outcomes and the extent to which they are achieved and the extent to which the characteristics of graduates are achieved at all levels as well as the provision of the necessary data for evaluation and reporting processes in the program.

5. Continuity: The evaluation process should go hand in hand with the teaching and learning process to ensure that the effectiveness of the program is constantly monitored and that aspects of excellence and shortcomings are noted.

6. The main performance indicators in the program should be measured annually and their reports will be discussed and appropriate decisions made.

7. To conduct the review and evaluation of the program with the participation of stakeholders and specialists to ensure that the program is still appropriate for its existence goal.

8. Measuring performance indicators annually, reporting, and making a benchmark comparison of the program with similar programs.

9. Prepare a full self-study report for the program by the Form of the National Center for Evaluation and Academic Accreditation.

Fifth: Program General Procedures for Overall Evaluation:

1. Develop evaluation benchmarks of the following:

   a) Program quality standards requirements (program self-evaluation metrics)

   b) Targeted learning outcomes specified in the program document.

   c) See the indicators to be collected

   d) Select reference benchmarks comparison

2. Collecting and analyzing data quantitatively and descriptively and the following procedures can be followed:

   a) Building metrics and tools

   b) Identify sources and collect qualitative and quantitative data, including the course report, field experience report, and the annual report of the program

   c) Data analysis and conclusions

   d) Analysis of performance indicators and documentation of evidence.

Sixth: Program evaluation most prominent sources of information:

Program Evaluation information sources

Seventh: Program Periodic Review Mechanisms:

a) The internal review mechanism of the program:

➤ **At the college level:**

1. The formation of the internal review committee at the college level in the light of clear and specific standards and tasks

2. Training the Internal Review Committee on internal review and audit mechanisms.

3. Prepare a time plan for internal review of the program including quality activities and requirements to be reviewed.

4. Implementation of the review plan is scheduled and announced periods for all program staff.

5. Prepare periodic reports according to the results of internal review visits to the program.

6. Each program takes the necessary corrective action in light of internal audit reports.

7. The college's quality agency evaluates the effectiveness of implementing the program of necessary corrective actions.

8. Discussion of the internal review report of the program at the meetings of the General Committee of Quality.

9. Submit the recommendations of the General Quality Committee on the report of the internal review of the program to the Council of the Department that manages the program, in preparation for relevant courses for issuing decisions relating to them.

10. The quality agency of the college follows up the implementation of the decisions of the Council of the Department, which is related to the report of the internal review of the program.

➢ **At the level of quality and development:**

1. Review the study plans of the new or developed program.

2. Review program descriptions to ensure that their teaching strategies match targeted learning outcomes, and to ensure the novelty and quality of course vocabulary.

3. Review the program's compliance with hard copy and electronic Forms for measuring targeted learning outcomes at the program level and its courses.

4. Review program reports during semester visits to ensure that they are met and how effective teaching strategies used are according to the item.

5. The Quality and Development Deanship report on program report review has been submitted to the High-Quality Committee for discussion and development recommendations in light of its findings.

b) **Program External Review Mechanism:**

1. Establish a specific standard for selecting external reviewers to the program and adopting them from the governing councils.

2. Choose an external reviewer based on the standards that have been developed and provide their CV and adapt the selection of governing councils.

3. Identify the documents to be reviewed and send them to the Deanship of Quality and Development to take their approval to proceed with the external review procedures of the program.

4. The Quality and Development Deanship addresses external reviewers on the conduct of the review to ensure objectivity and to preserve financial rights.

5. Receiving the Deanship of Quality and Development to report the external reviewers and sending them to the Deanship of the College.

6. The Deanship of the College directs the head of the department that manages the program to take the necessary corrective measures in the light of external review reports.

7. The College's Quality Agency verifies the implementation of the program of corrective actions in the light of external review reports, taking into account the need to inform the Deanship of Quality.

8. Presentation of corrective actions taken in the light of the external review report to the General Quality Committee to evaluate the effectiveness of the program's action.

9. Submit the recommendations of the General Quality Committee on the external review report and corrective actions taken in the light of that review to the Department's Board of Approval and Accreditation.

c) **Some periodic review forms of the program:**

1. The internal review results report form for the program.

2. The program's operational plan review form.

3. The form of reviewing the development and development of a program.

4. A review form of vision, mission, and program objectives.

5. The program graduates' characteristics review form.

6. The program's target learning output review form

7. The program file review form.

8. The program description review form.

9. Program report review form.

10. External review form of the program

11. Follow-up form for the implementation of corrective actions in the program.

12. Study form to include courses in scientific research results

13. Internal review report form on program accreditation standards

14. Review form of the extent to which target learning outcomes are achieved

15. Inventory Form for the requirements of developing a program at the University of Ha'il.

16. The self-study/self-evaluation review form of a program.

Eighth: Program Periodic Evaluation Mechanism:

a) Program Preliminary Self-Evaluation Mechanism:

The program " preliminary self-evaluation " of the quality level is the first starting point and even the essential step in the strategic planning process to ensure and improve quality. The preliminary self-evaluation of the program, therefore, involves focusing on the strengths that should be preserved and developed and the weaknesses that may need to be improved objectively and based on physical evidence and not just impressions or inaccurate information.

The importance of this essential step is that it is necessary to develop quality plans in the program based on objective rules and to set priorities on which the program should focus on a timetable that takes into account the available human and material resources.

It should be taken into account that the first self-evaluation process must take into account three basic conditions:

▪ **Inclusiveness**: The preliminary self-evaluation process must be a comprehensive process in which all aspects, activities, and practices of the program, including facilities, equipment, services, and administrative procedures, are evaluated. This process must be carried out consistently with a focus on evaluations on performance standards for each important program activity.

▪ **Planning**: The program develops a clear and objective plan in terms of determining the timetable, tasks, roles, and functions assigned to individuals and entities within (and outside the program, if any) to ensure that the strategies used are appropriate and effective to achieve the goals set by the program.

▪ **Diversity in application**: Which in turn will reflect, to varying degrees, the process of implementing the preliminary self-evaluation within the program and according to its nature and internal circumstances.

➢ **The Preliminary Self-Evaluation Procedures of the program:**

The preliminary self-evaluation process adopted by the program as a key step in its overall strategy for the next five years is not a repeated one, as the program will be required in the future to conduct a full self-study by the system of evaluation and academic accreditation adopted by the Education and Training Evaluation Authority. The first self-evaluation of the program contributes to giving it a practical opportunity to deal with the authority's requirements in academic accreditation and quality assurance.

The first self-evaluation procedures of the program are determined by:

1. **Official announcement of the evaluation**: Starting, the Dean of the College must inform the College Council and the relevant Department council about the preliminary self-evaluation process at an early stage and urge everyone to cooperate and be precise in implementing the procedures required of them and contribute to the success of this work.

2. **Setting the overall objective of the evaluation:** It should be emphasized that the objective of the preliminary self-evaluation process is not to catch errors or criticize those in charge of certain entities in the program, but rather to provide an objective or real basis from which the program will develop its future strategies and plans to improve quality.

3. **Team leadership selection**: The head of the relevant department must appoint an experienced quality faculty member to lead the preliminary self-evaluation process in coordination with the college's quality assurance unit.

4. **Formation of the Main Committee:** There will be a chair committee to be responsible for planning and chaired by the same official assigned to him to lead the preliminary self-evaluation process, with the importance of being given full authority and responsibility to provide guidance and support to ensure the success and performance of the Commission.

5. **Determining the committee's work strategy:** The official leader of the preliminary self-evaluation process should, in cooperation with the members of the main committee and take advantage of their advice, he should develop a clear strategy and a detailed working mechanism on the steps of implementing this process. Including limiting the number of subcommittees and task forces tasked with carrying out specific tasks. In addition to assigning the tasks and documents needed for each step.

6. **Determining the membership of the Committee:** The main committee must consist of representatives from all staff of the program and this main committee shall be specific to this task so that the work of the Committee will be completed at the end of the task.

7. **Media campaign:** The preliminary self-a evaluation process must be preceded by a public and organized information campaign at the program level. Through which all members of the program (faculty, students, administrators, graduates, and employers) will be informed that the program will conduct a preliminary self-evaluation of quality. Informing them of

some aspects of the preliminary self-evaluation process, its period, goals, requirements, steps, and stages, the roles assigned to each category or entity within the program. In addition to, mentioning some of the benefits expected of it, such as concerning the benefits to students and instructors within the program.

8. **Individual participation**: The announcement must show the types of opportunities and methods of participation through which individuals, both within and outside the program, can contribute to the success of the preliminary self-evaluation process. It is important to insist on informing the staff that the evaluation process is a very big process that needs the cooperation of all the staff members.

9. **Deciding the foundations of the self-evaluation process:** The Education and Training Evaluation Commission recommends that the evaluation processes be carried out by the program accreditation standards set by the Authority so that each sub-committee or team is assigned the task of assessing the status associated with one or more of the six program standards**.**

10. **Evaluation Metrics Use**: The Commission has prepared the Self-Evaluation Standards Document for the six quality standards as indicative measures of issues or aspects to consider or focus on because they will be the basis of the real quality evaluation process later.

11. **Adoption of Plans and Mechanisms**: All plans and mechanisms developed to implement specific aspects of the preliminary self- Evaluation by task teams and sub-committees, must be approved and agreed upon by the chairman of the main committee or by the committee as a whole before they can be implemented. That is to ensure the accuracy of implementation and consistency in the evaluation methods used between the various sub-committees in the program.

12. **Contribution of Beneficiaries Directly from the Program's Activities to the self- Evaluation:** It should benefit of participating of individuals and beneficiaries who directly benefit from the program's activities. Including students, other employers, stakeholders, and others. Their participation must be utilized to achieve a certain degree of impartiality and objectivity in judging the performance of the program. The preliminary self- Evaluation process should also allow the benefit of the observations and advice of the various segments of the beneficiaries of the services provided by the program (instructors, students, and staff). It should also benefit from all the opinions or evidence available in the program on the availability of quality, but the absence of evidence and proofs of quality in the program's activities. this is in itself is considered a quality issue that must be referred to them in the preliminary self- Evaluation report.

13. **Preparation of the final report of the preliminary self-evaluation**:

The preliminary self-evaluation process must end with a detailed report on the results of the evaluation process containing an executive summary and then a presentation of the background on which the report was based. After that, a description of the steps taken in the implementation of various evaluations, followed by a presentation of the results reached through various evaluations at the programmatic level (as indicated earlier). It also identifies the strengths that should be preserved and developed and the weaknesses that need further attention from program officials, providing a summary of the evidence and proof to support the findings mentioned in the report. All task force and subcommittee reports must also be attached to the overall report and accompanied by an executive summary outlining the steps taken and the results reached during the preparation of such reports.

14. **Determining the recommendations of the final report**: The final evaluation report of the program must include explicit and specific recommendations on performance and quality in all aspects and administrative

and scientific activities, including research, studies, community service, facilities, services, and scientific societies. The report should also include recommendations to deal with aspects and activities in which the program does not have evidence or proofs of quality available, and the report should include specific recommendations on the actual steps to be taken to provide such evidence and proofs to follow up on quality issues on an ongoing basis and allow future evaluations to be carried out correctly. The final report must include specific recommendations on the most important aspects and issues that the program should set among the important priorities in his plan to improve quality.

b) **Mechanism of Evaluation by the College and the Deanship of Quality & Development:**

➢ **College/Academic Program Evaluation Procedures:**

1. Prepare a plan to measure the target learning outcomes of the academic program.

2. Measuring the target learning outcomes of the academic program.

3. Measuring the characteristics of academic program graduates.

4. Application of the academic program Exit test (internal/external)

5. Involving beneficiaries and stakeholders in the evaluation of the academic program through several questionnaires and opinion polls, the most important ones are:

    a) Questionnaire for students' evaluation of the academic program.

    b) Questionnaire for faculty members to evaluate the academic program.

    c) Questionnaire identifying the awareness of faculty members about the program's mission.

    d) Questionnaire identifying the evaluation of the program from the point of view of academic and administrative leaders.

e) Questionnaire evaluating the program from the postgraduate point of view.

f) Questionnaire of evaluation of the program from the point of view of civil society institutions.

g) Questionnaire identifying the evaluation of the program from the point of view of the administrators.

h) Questionnaire measuring the students' satisfaction with the quality of the services provided by the program.

i) Questionnaire measuring the students' satisfaction with the quality of the different preparations of the program.

j) Questionnaire measuring the students' satisfaction with the program's laboratories.

k) Questionnaire measuring the students' satisfaction with program learning sources.

l) Questionnaires measuring the students' satisfaction with academic guidance provided by the program.

m) Beneficiaries' opinion poll about the vision, mission, and goals of the program.

n) Bachelor's students' opinion poll to determine the need for the academic program for development.

o) Alumni's opinion poll to determine the need for the academic development program.

p) Employers' opinion poll to determine the need for the academic program development.

q) Questionnaire to evaluate the extent to which the faculty member uses the strategies and methods of learning and education within the classroom according to the students' point of view.

r) Faculty opinion poll on the appropriateness of books and references to the academic program.

6. Measuring the performance indicators of the academic program.

7. Prepare the academic program report.

8. Include the results of questionnaires surveys and opinion polls in the improvement plan of the academic program in preparation for corrective action according to it.

9. The academic program takes corrective action according to the improvement plan.

10. Discuss various reports and plans related to the evaluation of the academic program at governing council meetings.

11. In college, in preparation for developing recommendations.

12. Take development decisions by governing councils according to the results of the program evaluation. (Program Quality Loop).

➤ **Procedures of Evaluation at the level of Deanship of Quality & Development:**

1. Formation of an internal review committee at the university level whose main task is to follow up and evaluate academic programs semesterly (follow-up visit and evaluation of academic programs in each semester, i.e., two follow-up evaluation visits during a year)

2. Get the help of the internal review team in making the field visits to the academic programs to verify the extent to which semesterly quality requirements have been met, which have been prepared in the light of several sources. Including the National Center for Evaluation and Academic Accreditation standards, previous field visit reports for academic programs, performance indicator reports, classroom observation reports, learning output measurement reports for academic and other programs.

3. Coordination with colleges to measure the academic program performance indicators and prepare reports about them. The results of these reports must be included in the academic program improvement plan in preparation for corrective action according to them.

4. Make a simulated visit to eligible accreditation programs to verify their compliance with both local and international program accreditation standards and simulations.

5. Coordinate with the university's programs to prepare the exit test and verify that the test was developed according to the program's learning outcomes. Also, make sure that ist formulated according to the learning fields of professional tests.

6. Evaluate the performance of governing councils and program committees. The most important council is the Academic Program Consultancy Council.

7. Prepare and submit a follow-up and evaluation report for academic programs.

8. Discuss the various reports and plans associated with academic program evaluation at the meetings of the High-Quality Committee, in preparation for taking the developing recommendations.

➢ **Some Periodic Academic Program Evaluation Forms:**

1. Program self-evaluation metrics.

2. The form of the academic program for follow-up and evaluation visits by the Deanship of Quality & Development experts.

3. Form for measuring academic program performance indicators.

4. Form for measuring the academic program target learning outcomes.

5. Form for measuring the academic program characteristics of graduates.

6. Questionnaires for academic program evaluation by beneficiaries.

7. Internal/external Exit Exam form for the academic program.

8. Form for academic program internal and external reviewer evaluation.

9. Form for academic program documents and requirements evaluation for change and development.

10. Form for evaluating the performance of University committees for the academic program.

11. Performance evaluation form for the college's governing councils (College Council - Department Council)

12. Form of program performance evaluation by visiting simulation by the Deanship of Quality & Development.

13. Program improvement plan form.

14. Form for including courses in the scientific research results.

15. Form for counting academic program human and material resource needs.

16. Form for evaluation the students' answer papers room.

17. Form for inventory for the requirements of developing an academic program at the University of Ha'il.

18. Form for evaluation of internal review team performance.

19. Form for evaluation of the compatibility of the program with the national qualification's framework.

20. Form for academic program self-study report evaluation.

21. Form for academic program self-evaluation report evaluation.

Sixth Axis: Governance of Program Quality Assurance System:

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
Department	**Quality Committee**	• **Review course descriptions and reports** • **Discuss amendments to the targeted learning outcomes for courses and determine modification ratios.** • **Discuss amendments to teaching methods and evaluation methods included in course descriptions and modification ratios.**

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
		• Recommend to the Department Council to approve amendments to the target learning outcomes of the courses • Recommend to the Department Council to approve amendments to teaching methods and evaluation methods. • Inventory development decisions made in light of the results of the evaluation of courses and other quality activities and practices in the • department.
	Questionnaires Committee	• Designing and applying the program and courses evaluation questionnaires. • The results of questionnaires related to the program and courses evaluation. • Prepare the course improvement plan. • Prepare the academic program improvement plan. • Follow-up corrective actions related to the results of the evaluation of the program and courses.
	Department Council	• approval of course descriptions and reports • Recommendation to the College Council to approve the vision, mission, and objectives of the program • Approval of modification in targeted program courses learning outcomes • Approval of the modification of teaching strategies and evaluation methods included in the description of academic program courses • Discussion of course reports
Program	Program Description	• Prepare the preliminary vision, mission, and goals of the program

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
	Preparation Committee	• **Prepare the preliminary document for the characteristics of the program's graduates** • **Prepare the preliminary list of program learning outcomes** • **Formulate the description of the academic program.** • **Take corrective action on the description of the program in light of the results of the review and evaluation.** • **Recommend to the College Council to adopt amendments to the terms of the program description**
	Program Report Preparation Committee	• **Prepar the academic program report.** • **Take corrective actions on the program report in light of the results of the review and evaluation.** • **Inventory for development decisions made according to the results of the program evaluation included in the annual report.**
	Program Consultancy Committee	• **Reviews the vision mission and goals of the program.** • **Discuss the program's annual report and the results of measuring learning outcomes.** • **Review the description of the program, its study plan, and its courses.** • **Review targeted learning outcomes at the program level and courses.** • **Discuss and review performance indicators and benchmarks comparisons.** • **Evaluate all academic and administrative activities of the program.** • **Discuss the results of the program and course**

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
		evaluation and propose necessary improvements. • Discuss the descriptions, reports, and activities of field experience. • Suggest views that are directly related to the development of the program.
	Program Self-Study Committee	• Prepare the program self-study • Set up program self-evaluation metrics. • Providing evidence and proof for self-study program. • Take corrective action on self-study according to the results of the review by independent opinion or the deanship of quality and development.
College	**Quality General Committee**	• Review the vision, mission, and goals of the academic program. • Review the characteristics of graduates of the academic program • Review the targeted learning outcomes of the academic program. • Review academic program descriptions and reports
	Internal Review Committee	• Review and evaluate th academic program file in all its contents. • Review and evaluate the course file with all its contents • Review documents on the development and development of the academic program
	College Council	• Adoption of descriptions and reports of academic programs. • Adopt the vision, mission, and goals of the program.

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
		• **Adoption of the characteristics of graduates of the academic program** • **Adoption of targeted learning outcomes for the academic program.** • **Adoption of the academic program performance indicators report.** • **Discussion of reports on the results of the evaluation of the program and its courses.** • **Review and approve the new and developed study plans in preparation for submission to the Plans and Study System Committee** • **Approval of the redistribution of academic program study plan hours** • **Approval of the amendment in the targeted learning outcomes of the program** • **Approval of the amendment to teaching strategies and evaluation methods involved in the description of the academic program**
Deanship of Quality and Development	**Standing Committee for Quality**	• **Follow-up reviews and periodic evaluation** of **academic programs** • **Review reports and recommendations related to academic programs.** • **Discuss the program's need for modification or development in light of reports filed**
University	**High Committee for Quality and Development**	• **Discussion of the results of the review and evaluation of academic programs** • **Discussion of reports of academic program performance indicators.** • **Discuss the results of measuring the characteristics of graduates and the targeted learning outcomes of academic programs.**
	Plans and	• **Preparing forms and requirements for the**

Governing Council/Relevant Committees		Topics to be Discussed Related to the Academic Program Quality Assurance System
	Study System Committee	approval of academic plans and programs. • Consider requests for the creation and development of academic programs • Review the programs and study plans received from colleges to verify that they meet the prerequisites and requirements of the University. • Recommend to the University Council to approve and adopt the study plan for newly created or developed academic programs. • Approval of the amendment in the targeted learning outcomes and courses of the program • Approval of the amendment to teaching strategies and evaluation methods included in the description of academic program courses
	University Council	• Developquality policies, study plans, and academic programs. • Review and adopt the study plans for newly created or developed an academic program once and for all. • Adoption of the names of the newly created academic programs. • Adoption of admission requirements for the new or developed academic program

Seventh Axis: Guarantees of Success in the Implementation of the Program Quality Assurance System:

1. **Support and Help for Higher Management:**

This occurs through the provision of moral support and effective support by the university's higher management to the requirements of the quality of the academic program, their continued follow-up to its operations, the issuance of circulars and guidance that have had to achieve its objectives. The

provision of material, human and financial equipment, and the dissemination of the culture of quality among the staff of the program. Quality improvement efforts may result in changes in how management operates, and these changes have an impact in areas such as educational and management policy, philosophy, systems, and procedures, and are effective only if the overall quality management process is supported by higher management.

2. Strategic Planning:

The various colleges of the university were keen to prepare their strategic plan according to the university's strategic plan (2018-2023), and carry out the work of environmental analysis of the faculty "Quadratic Analysis SWOT". They formulated a vision and a clear message expressing the reality and ambitions of the university and worked together with all members to work to ensure its achievement and develop strategic objectives that chart the way towards achieving the university's mission and vision effectively and efficiently. As part of this plan, academic programs have prepared operational plans, including several initiatives related to each of the program's three functions of teaching, scientific research, and community service.

3. Focus on Achieving Beneficiary Satisfaction:

There is no doubt that the basis of quality is to achieve the satisfaction of beneficiaries, whether they are from within the program (faculty, students-administrators) or outside the program (parents - employers), so the program works to meet the expectations of beneficiaries and translate needs into standards for the quality of outcomes.

4. Continuous Training:

Continuous training is one of the most important factors for the success and development of the academic program and one of the most important requirements for maintaining the quality of its outcomes, so the university is

doing two types of training: The first: Permanent and continuous training due to the training needs of the university's faculty and administrators. Whereas, the second training is directed due to the shortcomings observed in a particular field or as a result of performance evaluation.

5. Group participation:

A quality system cannot be achieved without the participation of all University members, so the University shares responsibility and takes full advantage of the available energies and expertise, and work to achieve job satisfaction for all. In addition to informing them of everything new and letting them participate in decision-making and giving them access to decisions.

6. Continuous Improvement and Development:

The academic program has follow-up and evaluation mechanisms for continuous improvement and development regularly.

1. Errors Avoidance:

One of the objectives of continuous training is to avoid making mistakes and to perform tasks properly from the first time.

2. Decision-making Based on Facts, and Program and Courses Evaluation Results:

Decisions are made by the governing councils of the academic program according to a set of facts, data, and correct documented information and away from personal opinions, speculations, and expectations, as well as according to the results of various quality practices and activities, especially evaluations.

3. Appreciation and Motivation:

The University has many methods that motivate its employees and gain their satisfaction. This is reflected in the quality of their outcomes, praising outstanding performance and encouraging creative works and rewarding their owners, and highlighting their achievements and this is illustrated by

the excellence awards presented by the university annually as well as awards and competitions presented by the Deanship of Quality and Development. Such as the best description of the program, the best description of the course, the best program report, the best decision report and the best course, the preparation of an electronic course, and others.

Eighth Axis: Mechanism of Review and Evaluation of the Program Quality Assurance System:

1. The formation of a special committee to evaluate the quality system of the academic program due to clear and specific standards and tasks.

2. The Committee prepares a quality system evaluation plan for the academic program including tools, methods, and evaluation periods.

3. Review and audit the quality system evaluation plan for the academic program by the Deanship of Quality and Development.

4. Take the necessary corrective action according to the report of the review of the deanship of quality and development of the quality system evaluation plan for the academic program.

5. Implementation of the internal quality systems evaluation plan for academic programs in scheduled and announced periods on all academic programs.

6. Examining the gap between the status of the academic program and the requirements of the quality assurance system of the program, using various tools including "auditing", "interviews", "questionnaires". Eventually, a specific picture of the distance or proximity of the academic program to the desired quality assurance system. The basic outcomes of this study are to accurately identify the gap between the existing system in the program and the target quality assurance system.

7. Develop performance indicators associated with the quality assurance system of the academic program and use them to judge the extent to which its objectives are achieved.

8. Periodic review of all practices and activities related to ensuring the quality of the academic program by pre-prepared evaluation tools, and reviewed by experts and specialists.

9. Review the policy of ensuring the quality of the academic program in coinciding with the program's self-evaluation and progress for academic accreditation.

10. Building evaluation tools for the extent to which the policy of ensuring the quality of the academic program is activated. They should contain questionnaires (to determine the extent to which the quality policy is activated by the academic program - an interview with quality officials to determine the activation of the quality assurance policy in the academic program)

11. Prepare a questionnaire to evaluate the effectiveness of the quality assurance system for the academic program.

12. Prepare reports on the results of the evaluation of the quality system of the academic program.

13. Discussion of quality system evaluation reports for the academic program in the relevant committees and governing councils.

14. The program management, in partnership with specialists, develops an operational plan for the steps and actions to be taken in light of the results of the evaluation of the quality system of the academic program.

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مجلس كلية الصحة العامة والمعلوماتية الصحية التاسع
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		الموضوع السابع	1
مناقشة واعتماد دليل نظام ضمان الجودة لبرنامج الصحة العامة Discussing and approving the quality assurance system guide for the public health program			

مناقشة واعتماد دليل نظام ضمان الجودة لبرنامج الصحة العامة	الاطلاع	2

ناقش مجلس الكلية ما ورد في توصية الموضوع الثاني من المحضر السابع لمجلس قسم الصحة العامة والمنعقد يوم الثلاثاء بتاريخ 01/08/1444هـ، حيث تمت مناقشة اعتماد دليل نظام ضمان الجودة لبرنامج الصحة العامة	ملخص وصف الموضوع ومناقشتة	3

الموافقة على توصية مجلس قسم الصحة العامة باعتماد دليل نظام ضمان الجودة لبرنامج الصحة العامة	التوصية	4
Approving the recommendation of the Public Health Department Council to adopt the quality assurance system guide for the public health program		

التوقيع	الرأى	إسم العضو	التوقيع	الرأى	إسم العضو
	موافق	بندر سليمان السيف		موافق	فهد ظافر القحطاني
	موافق	محمد إسماعيل حميدة		موافق	أسماء عياد الشمري
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