

Kingdom of Saudi Arabia
Imam Mohammed Ibn Saud Islamic University
College of Medicine



Policy and procedures

for

**Proposing, planning, developing, approving
and reviewing**

Academic programs and courses.



**In the name of God, the Most Gracious,
the Most Merciful**

Kingdom of Saudi Arabia

Ministry of Education

Al-Imam Mohammed ibn Saud Islamic University

College of Medicine

2019/2020

Table of Contents

1. Introduction.....	5
2. The proposal, planning, development, and approval of academic programs.....	5
2.8. Creation and proposal of academic programs	6
2.9. Planning and development of academic programs	10
2.10. Approval of academic programs	16
2.11. Description of an adequate academic program.....	16
3. The proposal, planning, development, approval and reviewing of academic courses ..	18
3.2. Creation and proposal of academic courses	18
3.3. Creation and proposal of course or blocks	19
3.5. Planning and development of academic courses	22
3.6. Approval of academic courses	27
3.7. Description of an adequate course.....	28
3.8. Follow up and Review of Courses	29
Appendix 1: General mandatory university courses	30
Appendix 2: Course learning outcomes map.....	31
Appendix 3: Intended learning outcomes mapped to teaching and assessment strategies... 	32
Appendix 4: Curriculum map.....	33
Appendix 5: College of Medicine procedure for approval of programs and courses.	34
Appendix 6: University procedure for approval of programs and courses.....	35



1. Introduction

This manual is an institutional document used to govern the processes of proposing, planning, developing, and approving academic programs and courses at the College of Medicine, Al Imam Mohammed Ibn Saud Islamic University, Riyadh. The first section of the manual contains a policy that governs the planning, development, and approval of academic programs, followed by the related procedures. The second section contains a policy that governs the proposal, planning, development, and approval of courses, followed by the related procedures. Such policies and procedures draw on broader University policies and procedures, abide by accreditation standards whether the National Center for Academic Accreditation and Assessment (NCAAA) or the Saudi Commission for Health Specialties (SCFHS) where applicable, and most importantly it is rooted in the broader health professions education frameworks and standards i.e. SaudiMeds Framework.

2. The proposal, planning, development, and approval of academic programs

- 2.1. College and departments must abide by broader university policies and procedures governing the proposal, planning, development, and approval of academic programs.
- 2.2. College and departments must abide by accreditation educational standards established by the NCAAA.
- 2.3. College and departments must abide by the Vice-Deanship of Quality and Development standards and regulations.
- 2.4. Approval of new programs will be undertaken in a transparent manner in collaboration with relevant internal and external stakeholders.



2.5. A timeline for proposal, planning, development, and approval of academic programs must be established and honored.

2.6. A record must be kept and should document all steps and measures proposed and taken during each phase.

2.7. Deadlines for the receipt of documentation will be published on an annual basis.

2.8. *Creation and proposal of academic programs*

2.8.1. Academic programs should align with the University's vision, mission, and strategic directions, and contribute to the University's growth.

2.8.2. Academic programs should align with the College of Medicine's vision, mission, strategic directions, and contribute to the College's growth.

2.8.3. A department must establish societal need for the proposed program.

2.8.4. A department must establish job-market need for the proposed program.

2.8.5. A department must consider sustainability of the proposed program.

2.8.6. A department must ascertain the needed resources and their availability at the University.

2.8.7. A department must consult with the Department of Medical Education to elicit best medical education practices.

2.8.8. A department must consult with Vice-Deanship of Quality and Development to ensure the previously mentioned items are met.

2.8.9. A department must consider and ensure the systems of monitoring quality of educational process are used.



- 2.8.10. A department must establish a committee with at least 3 faculty members who are content experts, one of which should be appointed as head, and a fourth member who is also a representative of the department to the Vice-Deanship of Quality and Development.
- 2.8.11. The acting committee begins by establishing the graduate description in alignment with the broader graduate description for Al Imam Mohammed Ibn Saud Islamic University.
- 2.8.12. The acting committee must establish the program learning outcomes considering broader Ministry of Education policies and procedures.
- 2.8.13. The acting committee must establish the program learning outcomes drawing on best medical education practices.
- 2.8.14. The acting committee must establish the program learning outcomes drawing on developments within the field.
- 2.8.15. The acting committee must benchmark program with other programs at other well-known universities and programs.
- 2.8.16. The acting committee must establish the program learning outcomes drawing on the perspectives of graduates in other programs.
- 2.8.17. The acting committee must establish the program learning outcomes drawing on the perspectives of hiring entities and the need of the job market.
- 2.8.18. The acting committee must solicit the views and experiences of academics well-versed in the field.



- 2.8.19. The acting committee is responsible for data collection and analysis.
- 2.8.20. The acting committee is responsible for writing a report based on the previous point.
- 2.8.21. Based on the report the acting committee must ensure alignment between its recommendations and professional requirements.
- 2.8.22. Based on the report, the acting committee must ensure alignment between its recommendations and professional practice.
- 2.8.23. Based on the report the acting committee must ensure alignment between its recommendations and the National Qualification Framework.
- 2.8.24. The acting committee must provide periodic reports on its progress.
- 2.8.25. The acting committee must establish key performance indicators to measure progress and outcomes. Those should include:
- 2.8.25.1. current performance in comparison to previous performance.
 - 2.8.25.2. Current performance in comparison to target performance
 - 2.8.25.3. Current performance in comparison to parallel performance
 - 2.8.25.4. Current performance in comparison to ideal performance, including national, regional, and international performance.
- 2.8.26. The acting committee must solicit the opinions of those academic experts paying attention to:
- 2.8.26.1. Alignment between graduate description for program and those of Al Imam's Graduate description.



- 2.8.26.2. Alignment between professional standards and expectations and the outcomes of the program.
- 2.8.26.3. Alignment between The National Framework of Qualifications and the outcomes of the program.
- 2.8.26.4. Alignment between Saudi Vision 2030 and the outcomes of the program.
- 2.8.26.5. Alignment between the professional development within the field and the outcomes of the program.
- 2.8.27. The acting committee must revise the proposal based on the opinions experts and entities accordingly.
- 2.8.28. After the aforementioned steps have been taken, the acting committee must elicit the objective view of external peers (no less than 3) to make sure the proposed program is appropriate and addresses a job market need. External peers must be:
- 2.8.28.1. Academics in the same field.
- 2.8.28.2. Hold an associate or full professor status at a known university.
- 2.8.28.3. Not directly affiliated with the proposed program.
- 2.8.28.4. No less than 5-year experience in the field.
- 2.8.29. The acting committee must seek benefit from the prepared report and in a manner that serves the program and department.
- 2.8.30. A final proposal must be prepared by the acting committee.
- 2.8.31. The final report must be submitted to the medical education department for review,



2.8.32. After the Department of Medical Education reviews the final report, the revised report must be submitted to the Vice-Deanship of Quality and Development in the College of Medicine for initial consideration.

2.8.33. The Department must revise the report according to feedback provided by the Department of Medical Education and the Vice-Deanship of Quality and Development.

2.9. Planning and development of academic programs

2.9.1. The program must have a vision, mission, and institutional values that are aligned with the broader College of Medicine vision, mission and institutional values and those of Al Imam Mohammed Ibn Saud Islamic University vision, mission, and institutional values.

2.9.2. A needs assessment must be performed by the acting and responsible committee.

2.9.3. Views and experiences of main stakeholders and who stand to benefit from the program must be elicited, including:

2.9.3.1. **Faculty members:** using course specifications and survey reports from other programs.

2.9.3.2. **Current students:** through survey.

2.9.3.3. **Alumni:** Through survey to assess current programs, and especially after gaining work experience.

2.9.3.4. **Wider society:** Those include the job market both public entities and private entities, experts in the field, professional societies, and regulatory bodies.

2.9.4. The acting committee must seek feedback from entities from within the university.



- 2.9.5. A final report must be prepared and should be based on the preceding items.
- 2.9.6. The acting committee must collect the necessary information for developing the program curriculum map (Appendix 4). Such information includes:
- 2.9.6.1. The university mission and vision and aims.
 - 2.9.6.2. The College of Medicine's mission, vision and aims.
 - 2.9.6.3. The Department mission, vision, and aims.
 - 2.9.6.4. The requirements of the specialty.
 - 2.9.6.5. The requirements of the National Qualification Framework
 - 2.9.6.6. Accreditation standards from the NCAAA.
 - 2.9.6.7. Accreditations standards from the SCFHS for postgraduate program.
 - 2.9.6.8. The document outlining the graduate description.
 - 2.9.6.9. The program learning outcomes.
 - 2.9.6.10. The main aims of the program.
 - 2.9.6.11. The main objectives of the program.
 - 2.9.6.12. The main key performance indicators, and those that are provided by the NCAAA.
 - 2.9.6.13. Key performance indicators specific to the program.
 - 2.9.6.14. Benchmarks that aid the acting committee in developing the program and in alignment with the requirements of the university. Benchmarks should be based on local and international universities and similar programs.
 - 2.9.6.15. Information on available physical resources and needed materials.



- 2.9.6.16. Information on available electronic resources and needed materials.
 - 2.9.6.17. The number of anticipated matriculating students.
 - 2.9.6.18. The number of available faculty members.
 - 2.9.6.19. The number of available administrative staff.
 - 2.9.6.20. The number of other professionals that are needed i.e. technicians.
 - 2.9.6.21. The findings of previously mentioned studies.
- 2.9.7. The acting committee must establish a framework for the program and drawing on the National Framework for Professional Qualification and the requirements of the university and the college and as well as the specialty, including:
- 2.9.7.1. The length of the program.
 - 2.9.7.2. The number of academic units for each semester.
 - 2.9.7.3. Concentrations or streams if any.
 - 2.9.7.4. The proposed courses and their place within the curriculum plan.
- 2.9.8. The acting committee must ensure the university preparatory course requirements are met (Appendix 1):
- 2.9.8.1. Courses must be defined and the link between their course learning outcomes and program learning outcomes must be made clear.
 - 2.9.8.2. Courses must be determined in relation to other courses. The relationship between them must be made clear.
- 2.9.9. The weight of each course must be determined.



- 2.9.10. Each course must have a designated course toolkit that includes, but it is not limited to: a course blueprint, course syllabus, instrument assessment, and course evaluation.
- 2.9.11. Each course must have a blueprint that contains a course profile, including description and main objectives. It should also include course code and academic units.
- 2.9.12. General preparatory university requirements must be incorporating into the curriculum plan. (Appendix 1 shows the current required courses).
- 2.9.13. General course must be defined by the responsible department or college.
- 2.9.14. The acting committee must ensure the college course requirements are met:
- 2.9.14.1. Courses must be determined in relation to other courses and blocks. The relationship between them must be made clear.
 - 2.9.14.2. Blocks must be determined in relation to other courses and blocks. The relationship between them must be made clear.
- 2.9.15. The weight of each course must be determined.
- 2.9.16. Each course must have a blueprint that contains course profile, including description and main objectives. It should also include course code and academic units.
- 2.9.17. Other departments must be involved in the development of the courses for the program.
- 2.9.18. The Vice-Deanship for Quality Assurance and Development must be involved.
- 2.9.19. The acting committee must ensure the field or specialty requirements are met:



- 2.9.19.1. Courses must be determined in relation to other courses and blocks. The relationship between them must be made clear and in accordance with specialty standards.
- 2.9.19.2. Blocks must be determined in relation to other courses and blocks. The relationship between them must be made clear and in accordance with specialty standards.
- 2.9.20. The weight of each course must be determined based on specialty standards.
- 2.9.21. Each course must have a designated course toolkit that includes, but it is not limited to: a course blueprint, course syllabus, instrument assessment, and course evaluation.
- 2.9.22. Each course must have a blueprint that contains course profile, including description and main objectives. It should also include course code and academic units. Such information must be determined based on specialty needs and known standards.
- 2.9.23. Specialty requirements must be determined by the departments or a specialized committee to determine needs and standards.
- 2.9.24. The department must submit to the college board a list of proposed courses and their description. As well as a description of the program and the program learning outcomes and how the program and its courses and blocks meet the university and the college requirements (Appendix 2 Course learning outcomes map and appendix 3 Course learning outcomes mapped to teaching and assessment strategy).
- 2.9.25. The College Board should consult the Department of Medical Education to ensure best medical education practices are met.



- 2.9.26. The college board must submit the program plan to the Deanship of Quality and Evaluation.
- 2.9.27. The proposal must make clear how the program meets societal needs and job market needs, as well as how it contributes to meeting Vision 2030's economic goals.
- 2.9.28. Specialty-based courses must makeup 75% of academic units of the program, this is to ensure students become competent in the field.
- 2.9.29. Each specialized course must be developed by a specialized committee from within the department.
- 2.9.30. The specialized committee must solicit the feedback of faculty members as well course organizers/Block planners to ensure that there is alignment between specialty requirements and graduate descriptions.
- 2.9.31. The teaching of specialized courses must be done by faculty members who are specialist with the exceptions of teaching activities that are deemed process-oriented i.e. Problem-Based Learning.
- 2.9.32. A department is responsible for the development of the course toolkit and to share it with the course planner.
- 2.9.33. A department is responsible for developing the assessment strategy of a given course or block.
- 2.9.34. A course/block planner must ensure the courses or blocks are annually evaluated by involved faculty.



2.9.35. The Vice-Deanship of Quality and Development must be involved in these various stages.

2.10. *Approval of academic programs*

2.10.1. Academic governance process used for approving new or changes to academic programs will be independent of the faculty and staff involved in their design, delivery and assessment.

2.10.2. The Department of Medical Education play an essential role in the structuring of the program.

2.10.3. The curriculum committee plays a key advisory role on the fit of the program within the College of Medicine.

2.10.4. The Vice-Deanship of Quality and Development performs a quality check.

2.10.5. Approval of program at the level of the College of Medicine must be done according to the flowchart in Appendix 5.

2.10.6. The centralized university committee for curriculum planning plays a pivotal part.

2.10.7. Approval of program at the university level must be done according to the flowchart in Appendix 6.

2.11. *Description of an adequate academic program*

2.11.1. Clear and sound program learning outcomes that are appropriate for the proposing department and College of Medicine.



- 2.11.2. Clear and sound course learning outcomes that are aligned with program learning outcomes.
- 2.11.3. Clear vision, mission, and strategic plan for program.
- 2.11.4. Clear curriculum plan with set courses and their academic units and the level of instruction.
- 2.11.5. Presence of specialized faculty who can conduct the courses.
- 2.11.6. Presence of needed resources or plan to make available needed resources.
- 2.11.7. Alignment between courses and instructional strategy.
- 2.11.8. The program leads to the development of the student.
- 2.11.9. The program leads to a fruitful career for the graduate.
- 2.11.10. Meets societal and job-market needs.
- 2.11.11. Is subject to continuous development and quality assurance practices.
- 2.11.12. Contributes to vision 2030 and meeting its strategic goals.
- 2.11.13. Reflects mission, vision, and strategic plan of university.
- 2.11.14. Reflects mission, vision, and strategic plan of the College of Medicine.
- 2.11.15. Aligns with academic standards set by known governing bodies such as the Saudi Commission For Health Specialties.



3. The proposal, planning, development, and approval of academic courses or blocks

- 3.1.1. College and departments must abide by broader university policies and procedures governing the proposal, planning, development, and approval of course and blocks.
- 3.1.2. College and departments must abide by accreditation educational standards established by the NCAAA.
- 3.1.3. College and departments must abide by the Vice deanship of Quality and Development standards and regulations.
- 3.1.4. Approval of new course or blocks will be undertaken in a transparent manner in collaboration with relevant internal and external stakeholders.

3.2. Creation and proposal of academic courses

- 3.2.1. College and departments must abide by broader university policies and procedures governing the proposal, planning, development, and approval of course and blocks.
- 3.2.2. College and departments must abide by accreditation educational standards established by the NCAAA.
- 3.2.3. College and departments must abide by the Vice- Deanship of Quality and Development standards and regulations.
- 3.2.4. Approval of new courses will be undertaken in a transparent manner in collaboration with relevant internal and external stakeholders.
- 3.2.5. A timeline for proposal, planning, development, and approval of course or blocks must be established and honored.



3.2.6. A record must be kept and should document all steps and measures proposed and taken during each phase.

3.2.7. Deadlines for the receipt of documentation will be published on an annual basis.

3.3. Creation and proposal of course or blocks

3.3.1. Academic programs should align with the University's vision, mission, and strategic directions, and contribute to the University's growth.

3.3.2. Academic course or blocks should align with the College of Medicine's vision, mission, strategic directions, and contribute to the college's growth.

3.3.3. A department must establish societal need for the proposed course.

3.3.4. A department must establish job-market need for the proposed course.

3.3.5. A department must consider sustainability of the proposed course.

3.3.6. A department must ascertain the needed resources and their availability at the university.

3.3.7. A department must consult with the Department of Medical Education to elicit best medical education practices.

3.3.8. A department must consult with Vice-Deanship of Quality and Development to ensure the previously mentioned items are met.

3.3.9. A department must consider and ensure the systems of monitoring quality of educational process are used.



- 3.3.10. A department must establish a committee with at least 3 experienced faculty members and headed by a fourth member who is also a representative of the department to the Vice-Deanship of Quality and Development.
- 3.3.11. The acting committee must map the course learning outcomes to the program learning outcomes considering broader Ministry of Education policies and procedures.
- 3.3.12. The acting committee must establish the course learning outcomes drawing on best medical education practices.
- 3.3.13. The acting committee must establish the course learning outcomes drawing on developments within the field.
- 3.3.14. The acting committee must benchmark the course with a similar course in other programs at other well-known universities.
- 3.3.15. The acting committee must establish the course learning outcomes drawing on the perspectives of graduates of program.
- 3.3.16. The acting committee must establish the course learning outcomes drawing on the perspectives of hiring entities and the need of the job market.
- 3.3.17. The acting committee must solicit the views and experiences of academics well-versed in the field.
- 3.3.18. The acting committee is responsible for data collection and analysis.
- 3.3.19. The acting committee is responsible for writing a report based on the previous point.
- 3.3.20. Based on the report the acting committee must ensure alignment between its recommendations and professional requirements.



- 3.3.21. Based on the report, the acting committee must ensure alignment between its recommendations and professional practice.
- 3.3.22. Based on the report the acting committee must ensure alignment between its recommendations and the National Qualification Framework.
- 3.3.23. The acting committee must provide periodic reports on its progress.
- 3.3.24. The acting committee must establish key performance indicators to measure progress and outcomes. Those should include:
- 3.3.24.1. current performance in comparison to previous performance.
 - 3.3.24.2. Current performance in comparison to target performance
 - 3.3.24.3. Current performance in comparison to parallel performance
 - 3.3.24.4. Current performance in comparison to ideal performance, including national, regional, and international performance.
- 3.3.25. The acting committee must solicit the opinions of those academic experts paying attention to:
- 3.3.25.1. Alignment between professional standards and expectations and the outcomes of the course or block.
 - 3.3.25.2. Alignment between The National Framework of Qualifications and the outcomes of the course or block.
 - 3.3.25.3. Alignment between Saudi vision 2030 and the outcomes of the course or block.



- 3.3.25.4. Alignment between the professional development within the field and the outcomes of the course or block.
- 3.3.26. The acting committee must revise the proposal based on the consulted experts and entities accordingly.
- 3.3.27. After the proceeding steps have been taken, the acting committee must elicit the objective view of external peers (no less than 3) to make sure the proposed course is appropriate and addresses a job market need. External peers must be:
- 3.3.27.1. Academics in the same field.
 - 3.3.27.2. Hold an associate or full professor status at a known university.
 - 3.3.27.3. Not directly affiliated with the proposed program.
 - 3.3.27.4. No less than 5-year experience in the field.
- 3.3.28. The acting committee must seek benefit from the prepared report and in a manner that serves the program and department.
- 3.3.29. A final proposal must be prepared by the acting committee
- 3.3.30. The final report must be submitted to the Department of Medical Education for review.
- 3.4.** After the medical education department reviews the final report, the revised report must be submitted to the Vice-Deanship of Quality and Development in the College of Medicine for initial consideration.

3.5. Planning and development of academic courses

- 3.5.1.A needs assessment must be performed by the acting and responsible committee.



3.5.2. Views and experiences of main stakeholders and who stand to benefit from the course must be elicited, including:

3.5.2.1. **Faculty members:** using course specifications and survey reports from other courses.

3.5.2.2. **Current students:** through survey.

3.5.2.3. **Alumni:** Through survey to assess current courses, and especially after gaining work experience.

3.5.2.4. **Wider society:** Those include the job market both public entities and private entities, experts in the field, professional societies, and regulatory bodies.

3.5.3. The acting committee must seek feedback from entities from within the university.

3.5.4. A final report must be prepared and should be based on the preceding items.

3.5.5. The acting committee must collect the necessary information for developing the course or block curriculum plan. Such information includes:

3.5.5.1. The university mission and vision and aims.

3.5.5.2. The College of Medicine's mission, vision and aims.

3.5.5.3. The Department mission, vision, and aims.

3.5.5.4. The requirements of the specialty.

3.5.5.5. The requirements of the National Qualification Framework

3.5.5.6. Accreditation standards from the NCAAA.

3.5.5.7. Accreditation standards from the SCFHS for postgraduate program.

3.5.5.8. The document outlining the graduate description.



- 3.5.5.9. The program learning outcomes.
 - 3.5.5.10. The main aims of the program.
 - 3.5.5.11. The main objectives of the program.
 - 3.5.5.12. The main key performance indicators, and those that are provided by the NCAAA.
 - 3.5.5.13. Key performance indicators specific to the program.
 - 3.5.5.14. Benchmarks that aid the acting committee in developing the course or block and in alignment with the requirements of the university. Benchmarks should be based on local and international universities and similar programs.
 - 3.5.5.15. Information on available physical resources and needed materials.
 - 3.5.5.16. Information on available electronic resources and needed materials.
 - 3.5.5.17. The number of anticipated matriculating students.
 - 3.5.5.18. The number of available faculty members.
 - 3.5.5.19. The number of available administrative staff.
 - 3.5.5.20. The number of other professionals that are needed i.e. technicians.
 - 3.5.5.21. The findings of previously mentioned studies.
- 3.5.6. The acting committee must establish a framework for the course or block and drawing on the National Framework for Professional Qualification and the requirements of the university and the college and as well as the specialty, including:
- 3.5.6.1. The length of the course or block.
 - 3.5.6.2. The number of academic units.



- 3.5.7. The weight of the course or block must be determined.
- 3.5.8. The course must have a designated course toolkit that includes, but it is not limited to:
a course blueprint, course syllabus, instrument assessment, and course evaluation.
- 3.5.9. The proposed course must have a blueprint that contains a course profile, including description and main objectives. It should also include course code and academic units.
- 3.5.10. The acting committee must ensure the college course requirements are met:
- 3.5.10.1. Courses must be determined in relation to other courses and blocks. The relationship between them must be made clear.
 - 3.5.10.2. Blocks must be determined in relation to other courses and blocks. The relationship between them must be made clear.
 - 3.5.10.3. Each course must have a blueprint that contains course profile, including description and main objectives. It should also include course code and academic units.
 - 3.5.10.4. Other departments must be involved in the development of the course.
- 3.5.11. The Vice-Deanship for Quality Assurance and Development must be involved.
- 3.5.12. The acting committee must ensure the field or specialty requirements are met:
- 3.5.12.1. Courses must be determined in relation to other courses and blocks. The relationship between them must be made clear and in accordance with specialty standards.



- 3.5.12.2. Blocks must be determined in relation to other courses and blocks. The relationship between them must be made clear and in accordance with specialty standards.
- 3.5.13. The weight of each course must be determined based on specialty standards.
- 3.5.14. The department must submit to the college board the course and its description. As well as a description of the program and the program learning outcomes and how the program and its courses and blocks meet the university and the college requirements (Appendix 2 Course learning outcomes map).
- 3.5.15. The College Board must consult the Department of Medical Education for best medical educational practices.
- 3.5.16. The college board must submit the course plan to the Deanship of Quality and Evaluation.
- 3.5.17. The proposal must make clear how the course meets societal needs and job market needs, as well as how it contributes to meeting Vision 2030's economic goals.
- 3.5.18. Each specialized course must be developed by a specialized committee from within the department.
- 3.5.19. The specialized committee must solicit the feedback of faculty members as well course organizers/block planners to ensure that there is alignment between specialty requirements and graduate descriptions.



- 3.5.20. The teaching of specialized courses must be done by faculty members who are specialist with the exceptions of teaching activities that are deemed process-oriented i.e. Problem-Based Learning.
- 3.5.21. A department is responsible for the development of the course toolkit and to share it with the course planner.
- 3.5.22. A department is responsible for developing the assessment strategy of a given course or blocker.
- 3.5.23. A course/block planner must ensure the courses or blocks are annually evaluated by involved faculty.
- 3.5.24. The Vice-Deanship of Quality and Development must be involved in these various stages.

3.6. Approval of academic courses

- 3.6.1. Academic governance process used for approving new or changes to a course or block will be independent of the faculty and staff involved in their design, delivery and assessment.
- 3.6.2. The Department of Medical Education play an essential role in the structuring of the course.
- 3.6.3. The curriculum committee plays a key advisory role on the fit of the course within the College of Medicine.
- 3.6.4. The Vice-Deanship of Quality and Development performs a quality check.



3.6.5. Approval of the course at the level of the College of Medicine must be done according to the flowchart in Appendix 5.

3.6.6. The centralized university committee for curriculum planning plays a pivotal part.

3.6.7. Approval of program at the university level must be done according to the flowchart in Appendix 6.

3.7. Description of an adequate course:

3.7.1. Through Course Learning outcome, the course contributes to achieving program learning outcomes.

3.7.2. Course learning outcomes must be aligned with instructional strategy, available resources and assessment strategy.

3.7.3. The course leads to the professional development of the learner.

3.7.4. Continuously evaluated.

3.7.5. Meets societal and job-market needs.

3.7.6. Contributes to vision 2030 and meeting its strategic goals.

3.7.7. Content must be aligned with course learning outcomes.

3.7.8. The course must be conducted by an expert in the field.



3.8. Follow up and Review of Courses:

- 3.8.1. After implementation of the course, follow up through periodical and annual evaluation reports by the end of the course is conducted by the course committee and course organizer based on the results of satisfaction surveys for the stakeholders distributed and analyzed by the academic quality unit.
- 3.8.2. The course committee evaluate the achievement of intended learning outcomes through checking students' performance in the examinations and their conduction in other activities like clinical skills and research.
- 3.8.3. Course evaluation prepared by the students is the mile stone for reviewing and reforming the course based on their responses regarding organization, learning resources, teaching methods, conduction, implementation and assessment.
- 3.8.4. Course reports are considered the containers of all operational activities performed during implementation of the course and provide an outline for the actions to be proposed for improvement.
- 3.8.5. Based on the analysis of the course evaluation and course report, actions for improvement are proposed and communicated through the department to the vice-dean of academic affairs to be discussed in the curriculum committee meetings. Any approved actions will be implemented in the next semester or academic year and will be followed up periodically by the unit.



Appendix 1: General mandatory university courses

#	COURSE NAME	UNITS	
		Maximum limit	Minimum limit
1	Holy Quran	8 Units	4 Units
2	Sayings of the prophet	2 units	
3	Monotheism	2 units	2 units
4	Jurisprudence	4 units	2 units
5	Grammar	4 units	2 units
6	Language training	2 units	
7	Biography of the Prophet	2 units	2 units
8	Islamic Culture	2 units	2 units
9	Reform	2 units	-
10	History of the Kingdom of Saudi Arabia	2 units	-
11	Computer skills	2 units	-
TOTAL:		32 units	14 units



Appendix 2: Course learning outcomes map

<i>Program</i>	<i>University</i>	<i>College</i>	<i>Specialization</i>	<i>Specialization</i>	<i>Field</i>	<i>Senior</i>
<i>course</i>	<i>Wide</i>	<i>wide</i>	<i>required</i>	<i>required</i>	<i>experience</i>	<i>project /</i>
	<i>required</i>	<i>required</i>	<i>courses</i>	<i>courses</i>	<i>courses</i>	<i>graduation</i>
<i>Learning</i>	<i>courses</i>	<i>courses</i>	<i>1</i>	<i>2</i>		<i>Thesis</i>
<i>outcomes</i>						
<i>A1</i>						
<i>A2</i>						
<i>A3</i>						
<i>B1</i>						
<i>B2</i>						
<i>C1</i>						
<i>C2</i>						
<i>D1</i>						
<i>D2</i>						



Appendix 3: Intended learning outcomes mapped to teaching and assessment strategies

<i>Learning outcomes</i>	<i>Learning and teaching strategies</i>	<i>Weight percentage</i>	<i>Assessment strategies</i>	<i>Weight percentage</i>
--------------------------	---	--------------------------	------------------------------	--------------------------

<i>Knowledge</i>				
<i>Skills</i>				
<i>Competencies</i>				



Appendix 4: Curriculum map

#	Course code	Course name	Hours			Course type
			Theory	Practical	total	
1						University requirements
2						“Preparatory education”
3						College requirements
4						Specialized program requirements 1
5						“Mandatory”
6						
7						
8						
9						
10						
11						
12						
13						
14						Elective courses
15						
16						Field experience
17						
Program Total hours:						



Appendix 5: College of Medicine procedure for approval of programs and courses.

Procedure	Timeline	Responsible entity
Initial proposal submission to Department of Medical Education.	Open	Department
Endorsement of proposal by Department of Medical Education	2 weeks	Department of Medical Education
Submission of curriculum plan.	Open	Department
Review by Department of Medical Education	4 weeks	Department of Medical Education
Resubmission after amendments	6 weeks	Department
Review of Curriculum Committee	Open	Curriculum committee
Resubmission after amendments.	Open	Department
Quality check by Vice-Deanship of Quality and Development	2 weeks	Vice-Deanship of Quality and Development



Approval of program

Next available Monthly

College Board

Board meeting



Appendix 6: University procedure for approval of programs and courses.

Procedure	Due date	Responsible entity
Initial request submission	Open	Department – College Board
Grant to proposal of new program	Open	Centralized Committee for curriculum and programs.
Submission of curriculum plan.	Fifth week of first semester	Department
Review by Deanship of Quality and Evaluation.	Tenth week of the first semester	Deanship of Quality and Evaluation
Resubmission after amendments	15 th week of first semester	Department
Review of centralized Committee for curriculum and programs.	3 rd week of the second semester.	Centralized Committee for curriculum and programs.
Resubmission after amendments.	8 th week of the second semester	Department
Approval of program	12 th week of the second semester	University council

تم بحمد الله