



## Program Specification

<b>Program Name: Bachelor Degree in Nursing Science</b>
<b>Qualification Level : 6</b>
<b>Department: Department of Nursing</b>
<b>College: College of Applied Medical Sciences</b>
<b>Institution: Majmaah University</b>

1442 - 1443

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## A. Program Identification and General Information

### 1. Program Main Location:

University Main Campus, Academic City, Al-Majmaah

### 2. Branches Offering the Program:

Bachelor degree of Nursing Science (BSN) is offered for Male and Female Sections Separately at Majmaah University's main campus.

### 3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

- The baccalaureate nursing program provides students with a more in-depth study of the physical and social sciences, nursing research, nursing leadership and management, community and public health nursing, and the humanities. This broader and more in-depth education enhances the student's professional development and allows the baccalaureate graduate to better understand the many social, cultural, economic and political issues that impact patients and influence healthcare.
- The baccalaureate curriculum is designed to prepare students for work within the growing and changing health-care environment. With nurses taking more of an active role in all facets of health care, they are expected to develop critical-thinking and communication skills in addition to receiving standard nurse training in clinics and hospitals.
- Several studies have demonstrated an inverse relationship between the proportion of BSN nurses and mortality of the hospitalized patient. In other words, they found that as the proportion of baccalaureate-degree registered nurses increased in hospitals, patient deaths decreased. These studies demonstrate that lower levels of patient mortality are associated with the nurses' education levels.
- The health-care system is demanding more from nurses. The education of a nurse must transcend the traditional areas, such as chemistry and anatomy, to enable them to gain a deeper understanding of health promotion, disease prevention, screening, genetic counseling, and immunization.
- Nursing is a calling to serve humankind and to make a difference in the world. In fact, the U.S. Bureau of Labor Statistics (BLS) projects employment of registered nurses will grow 16 percent from 2014 to 2024 nationally due to aging and retiring baby-boomers, increased access to health insurance, and advances in healthcare that extend the average life span.
- Nurses are important in communities too. They are often looked upon as the educated and are therefore asked to take the lead in community projects and initiatives. Nurses can and do make a difference in the world.

### 4. Total Credit Hours for Completing the Program: ( 134 hours )

The Nursing Program is offered as a full-time on-campus day-time program, requiring for graduation, the successful completion of one hundred thirty seven (134) credit hours which are delivered in the form of lectures, tutorials, laboratories, clinical practice, self-study and ending with a non-credit but mandatory one year rotatory internship at any of the hospital/hospitals in the Kingdom.

### 5. Professional Occupations/Jobs:

Our graduates have ample job prospects in Hospitals, health care centers, Rehabilitation centers, Private hospitals and clinics and in Academic institutions across Saudi Arabia. Additionally, our graduates with qualifications in nursing can work at Outpatient clinics, Community health care centres or Primary health care centres, Special schools Senior citizen centres etc. According to the growing developments in Saudi Arabia, it is expected that more hospitals will be established in the Kingdom, as there is a need for about 30000 to 35000 beds for patient care. The growing demand in the health sector paves way for job opportunities for health professionals. Some example of working are to our graduate:

- Hospitals: ER (Intensive Care Unit), Medical-Surgical, Orthopedics, Oncology, Telemetry, Psychiatric Unit, Operating Room, Labor and Delivery, Cardiac Catheterization Laboratory, Radiology, Wound Care Department

**6. Major Tracks/Pathways** (if any): **None**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.	134 credit hour	1- Specialist nurse 2- Teaching Assistant
2.		
3.		
4.		

**7. Intermediate Exit Points/Awarded Degree** (if any):

Intermediate exit points/awarded degree	Credit hours
Not Applicable	

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

- Preparation of competent nursing graduates through quality education environment supporting scientific research and community responsibility.

### 2. Program Goals:

1. Providing a suitable, rich and stimulating academic environment for students' teaching and learning to thrive within the classroom, the laboratory, and the clinical setting
2. Empowering the graduate to apply theoretical and empirical knowledge gained from basic sciences and nursing sciences to develop holistic plans of care for individuals, families, and communities throughout the lifespan.
3. Equip graduates with the necessary leadership and management skills and principles in the effective delivery of nursing care and the advancement of the nursing profession in all aspects of practice
4. Preparing graduates to practice nursing according to codes of professional standards, and ethical and behavioral principles that protect the rights of the individual and the public
5. Enabling graduates theoretically and clinically to pursue new developments in research, technology, and informatics in nursing profession and to contribute effectively both locally, regionally and internationally
6. Promote the concept of community and public partnership between the nurse and the service user within the cultural framework and value system

### 3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

- The program mission clearly outlines the three functions through which we serve the community which are the education and production of future healthcare professionals, the direct and indirect healthcare services, and the research that will eventually improve health care.
- The vision, mission, and values are all directly related to our community needs and the role that we serve in the community in terms of medical education, research and healthcare. The undergraduate program's mission clearly identifies the changing nature of healthcare needs of the Saudi community. These comply with Majmaah university Mission and goals. With a rapidly growing population and diversity of nationalities and ethnic backgrounds medical practice is challenging. With increasing awareness and modernization, issues of health prevention and education are becoming increasingly important.
- Through innovative education, world class research, and high-quality healthcare we can achieve the vision of MU by contributing in building the knowledge-based economy that our country greatly needs. In response to the program mission to prepare the students for the future challenges and needs for the Saudi community lot of stress is given on learning skills, professionalism, and health informatics.

### CONSISTENCY OF MISSION STATEMENT (BSN PROGRAM)

#### UNIVERSITY MISSION

*Commitment to provide competitive education and qualitative knowledge production, to fulfill the university's social responsibility towards sustainable development and quality of Life.*

#### COLLEGE MISSION

*Preparation of competitive applied medical competencies through quality educational environment supporting the scientific research and community responsibility.*

#### PROGRAM MISSION

*Preparation of competent nursing graduates through quality education environment supporting scientific research and community responsibility.*

UNIVERSITY MISSION KEYWORDS						
COLLEGE MISSION	KEYWORDS	Competitive Education	Qualitative Knowledge	Social Responsibility	Sustainable Development	KEYWORDS
	Quality Educational Environment					Quality Education Environment
	Applied Medical Competencies					Competent Nursing Graduates
	Scientific Research					Scientific Research
	Community Responsibility					Community Responsibility
						PROGRAM MISSION

#### 4. Graduate Attributes:

- **Professional Disposition:** Embody a professional disposition committed to excellence, equity and sustainability
- **Person Centered Care:** Engage in person centered care that is appropriately sensitive to the needs of individuals, families and communities
- **Communication and Collaboration:** Communicate and collaborate effectively and respectfully with diverse groups
- **Knowledge Use and Translation:** Inquire critically to assess a body of evidence to inform practice
- **Professional Competence:** Competently apply knowledge and skills to ensure safe and effective nursing practice
- **Indigenous Cultural Respect:** Demonstrate professional cultural competency which contributes to the health and wellbeing of Indigenous, inclusive of physical, social, emotional and spiritual wellness

#### 5. Program learning Outcomes\*

Knowledge and Understanding

<b>K1</b>	The student will recall knowledge from various disciplines related to nursing practice and health promotion.
<b>K2</b>	The student will recognize knowledge of pathophysiological alterations and its effects on bio-psychosocial functioning of individuals.
<b>K3</b>	The student will synthesize relevant concepts, principles and theories of basic sciences to assess needs and provide appropriate nursing care.
<b>K4</b>	The student will reproduce the basic concepts of illness prevention, health promotion and management for diverse individuals, families, groups, and communities across the lifespan and across the health illness continuum.
<b>Skills</b>	
<b>S1</b>	The student will criticize scientific, ethical and evidence-based knowledge, regarding alterations in health to maintain patient-centered care.
<b>S2</b>	The student will use effective communication techniques to promote relationships with individuals/families and communities.
<b>S3</b>	The student will be able to employ information systems for maintaining accurate, legible and complete records of data while complying with legal requirements, including confidentiality requirements, data protection legislation and other codes of practice when dealing with health information.
<b>S4</b>	The student will be able to perform nursing skills at all levels of practice across the lifespan in a variety of complex healthcare settings.
<b>S5</b>	The student will be able to operate various patient-support technologies and devices in the delivery of safe and holistic nursing care.
<b>Values</b>	
<b>V1</b>	The student will apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care in a variety of settings.
<b>V2</b>	The student will be able to demonstrate collaboration with the multidisciplinary team while practicing their profession in a holistic, tolerant, non-judgmental, caring, and sensitive manner.
<b>V3</b>	The student will illustrate an appropriate teambuilding strategies and effective cooperation to promote positive outcomes to a diverse society in a global context.

\* Add a table for each track and exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required			
	Elective	6	12	9%
College Requirements	Required	10	31	23%
	Elective	2	4	3%
Program Requirements	Required	30	81	60.5%
	Elective	2	6	4.5%
Capstone Course/Project				
Field Experience/ Internship		One Year	Non credit	0%
Others				
Total				134

\* Add a table for each track (if any)

### 2. Program Study Plan

Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour, AcH-Actual hours)												
Level 1												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of actual Hours after				Number & Code of Pre- requisite	Name of Prerequisite (Co- Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
PENG	111	English (1) For Preparatory year اللغة الإنجليزية للسنة التحضيرية	2	6	-	8	3	18	-	21	-----	-- -- --
PMTH	112	Introduction to Mathematics (1) مقدمة في الرياضيات 1	2	-	-	2	3	-	-	3	-----	-- -- --
Total			4	6	-	10	6	18	-	24		



Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour, AcH-Actual hours)												
Level 2												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requirement)
			T	P	Tr	CrH	T	P	Tr	AcH		
PENG	121	English (2) For Preparatory year اللغة الإنجليزية 2 للسنة التحضيرية	2	4	-	6	3	12	-	15	PENG 111	-----
PCOM	113	Computer Skills مهارات الحاسب الآلي	1	1	-	2	1.5	3	-	4.5	-----	-----
PSSC	114	Learning and Communication Skills مهارات التعلم و الاتصال	1	1	-	2	1.5	3	-	4.5		
Total			4	6		10	6	18		24		

Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour, AcH-Actual hours)												
Level 3												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
PENG	122	English for Medical Specialties اللغة الإنجليزية للتخصصات الصحية	1	1	-	2	1.5	3	-	4.5	-----	-----
PCHM	124	Introduction to Chemistry مقدمة في الكيمياء	1	1	-	2	1.5	3	-	4.5	-----	-----
PPHS	125	Physics for Health Purposes فيزياء للأغراض الصحية	1	1	-	2	1.5	3	-	4.5	-----	-----
PBIO	126	Biology Science علم الأحياء	1	2	-	3	1.5	6	-	7.5	-----	-----
Total			4	5	-	9	6	15	-	21		

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)												
Level 4												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	232	Principles of Anatomy أساسيات علم التشريح	1	1	-	2	1.5	3	-	4.5		
NRS	233	Introduction to Clinical Skills in Patient Care مقدمة في المهارات السريرية في رعاية	4	-	-	4	6	-	-	6		

		المرضى										
NRS	234	Patient Care Clinical Skills Laboratory المهارات السريرية لرعاية المرضى معامل	-	3	-	3	-	9	-	9	-----	-----
MU1	MU***	MU Elective Course مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----
Total			7	4	-	11	1 0. 5	1 2	-	22.5		

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)												
Level 5												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
CAMS	231	Emergency Care رعاية الطوارئ	1	1	-	2	1.5	3	-	4.5	-----	-----
NRS	237	Principles of Physiology مبادئ علم وظائف الأعضاء	1	1	-	2	1.5	3	-	4.5	-----	-----
NRS	243	Adult and Geriatric Health Nursing-1\ Theory تمريض صحة البالغين وكبار السن / 1 نظري	3	-	-	3	4.5	-	-	4.5	NRS 233	Introduction to Clinical Skills in Patient Care مقدمة في المهارات السريرية في رعاية المرضى
NRS	244	Adult and Geriatric Health Nursing-	-	-	3	3	-	-	9	9	NRS 234	Patient Care Clinical Skills Laboratory

		1\Practical تمريض صحة البالغين وكبار السن / 1 / عملي										المهارات السريية لرعاية المرضى معمل
MU2	MU***	MU Elective Course مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----
<b>Total</b>			<b>7</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>10.5</b>	<b>6</b>	<b>9</b>	<b>25.5</b>		

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)												
Level 6												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours After				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requsite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	241	Health Assessment التقييم الصحي	2	-	-	2	3	-	-	3	NRS 233	Introduction to Clinical Skills in Patient Care مقدمة في المهارات السريية لرعاية المرضى
NRS	242	Health Assessment Skills Development \ Lab تطوير مهارات التقييم الصحي / معمل	-	2	-	2	-	6	-	6	NRS 234	Patient Care Clinical Skills Laboratory المهارات السريية لرعاية المرضى معمل
NRS	245	Pharmacologic Aspects of Patient Care الجوانب الدوائية لرعاية المرضى	3	-	-	3	4.5	-	-	4.5		
NRS	246	Microbiology for Nursing علم الأحياء الدقيقة للتمريض	1	1	-	2	1.5	3	-	4.5	-----	-----
MU3	MU***	MU Elective Course مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----

Total	8	3	-	11	12	9	-	21		
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10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)												
Level 7												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	351	Adult and Geriatric Health Nursing-2\ Theory تمريض صحة البالغين وكبار السن نظري / 2	3	-	-	3	4.5	-	-	4.5	NRS 243	Adult and Geriatric Health Nursing-1\ Theory تمريض صحة البالغين وكبار السن / 1 نظري
NRS	352	Adult and Geriatric Health Nursing-2\ Practical تمريض صحة البالغين وكبار السن عملي \ 2	-	-	3	3	-	-	9	9	NRS 244	Adult and Geriatric Health Nursing-1\ Practical تمريض صحة البالغين وكبار السن / 1 عملي
NRS	353	Nursing: History, Trends and Issues التمريض: التاريخ والاتجاهات والقضايا	3	-	-	3	4.5	-	-	4.5	-----	-----
NRS	356	Human Growth and Development النمو والتطور البشري	3	-	-	3	4.5	-	-	4.5		
Total			9	-	3	12	13.5	-	9	22.5		

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)												
Level 8												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	355	Pathophysiology فسيولوجيا الأمراض	2	-	-	2	3	-	-	3	NRS 243	Adult and Geriatric Health Nursing-1\ Theory تمريض صحة البالغين وكبار السن / 1 نظري
NRS	361	Maternal- Newborn Health Nursing / Theory تمريض صحة الأم والوليد / نظري	3	-	-	3	4.5	-	-	4.5	NRS 351	Adult and Geriatric Health Nursing-2\ Theory تمريض صحة البالغين وكبار السن / 2 نظري
NRS	362	Maternal- Newborn Health Nursing / Clinical تمريض صحة الأم والوليد / عملي	-	-	3	3	-	-	9	9	NRS 352	Adult and Geriatric Health Nursing-2\ Practical تمريض صحة البالغين وكبار السن \ 2 عملي
CAMS1	CAMS***	CAMS Elective Course مقرر كلية اختياري	2	-	-	2	3	-	-	3	-----	-----
MU4	MU***	MU Elective Course مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----
<b>Total</b>			<b>9</b>	<b>-</b>	<b>3</b>	<b>12</b>	<b>13.5</b>	<b>-</b>	<b>9</b>	<b>22.5</b>		

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)						
Level 9						
Course Code	Course Number	Course Title	Distribution of Credit Hours Before	Distribution of Actual Hours after	Number & Code	Name of Prerequisite

			T	P	Tr	CrH	T	P	Tr	AcH	of Pre-requisite	(Co-Requisite)
NRS	354	<b>Principles of Nutrition</b> مبادئ التغذية	2	-	-	2	3	-	-	3		
NRS	363	<b>Pediatric Health Nursing / Theory</b> تمريض صحة الأطفال نظري /	3	-	-	3	4.5	-	-	4.5	NRS 351	<b>Adult and Geriatric Health Nursing-2\ Theory</b> تمريض صحة البالغين وكبار السن / 2 نظري
NRS	364	<b>Pediatric Health Nursing/Clinical</b> تمريض صحة الأطفال عملي /	-	-	3	3	-	-	9	9	NRS 352	<b>Adult and Geriatric Health Nursing-2\Practical</b> تمريض صحة البالغين وكبار السن \ 2 عملي
MU5	MU***	<b>MU Elective Course</b> مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----
CAMS2	CAMS***	<b>CAMS Elective Course</b> مقرر كلية اختياري	2	-	-	2	3	-	-	3		
<b>Total</b>			<b>9</b>	<b>-</b>	<b>3</b>	<b>12</b>	<b>13.5</b>	<b>-</b>	<b>9</b>	<b>22.5</b>		

<b>10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)</b>												
<b>Level 10</b>												
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	471	<b>Community Health Nursing/Theory</b>	3	-	-	3	4.5	-	-	4.5	NRS 361	<b>Maternal-Newborn Health Nursing /</b>

		تمريض صحة المجتمع / نظري											Theory تمريض صحة الأم والوليد / نظري
NRS	472	Community Health Nursing/Clinical تمريض صحة المجتمع / عملي	-	-	2	2	-	-	6	6	NRS 362	Maternal-Newborn Health Nursing / Clinical تمريض صحة الأم والوليد / عملي	
NRS	473	Mental Health Nursing/Theory تمريض الصحة العقلية / نظري	3	-	-	3	4.5	-	-	4.5	NRS 351	Adult and Geriatric Health Nursing-2\ Theory تمريض صحة البالغين وكبار السن / 2 نظري	
NRS	474	Mental Health Nursing/Clinical تمريض الصحة العقلية / عملي	-	-	2	2	-	-	6	6	NRS 352	Adult and Geriatric Health Nursing-2\ Practical تمريض صحة البالغين وكبار السن \ 2 عملي	
MU6	MU***	MU Elective Course مقرر جامعة اختياري	2	-	-	2	3	-	-	3	-----	-----	
<b>Total</b>			<b>8</b>	<b>-</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>-</b>	<b>12</b>	<b>24</b>			

10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)													
Level 11													
Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)	
			T	P	Tr	CrH	T	P	Tr	AcH			
NRS	475	Methods of Nursing Research طرق بحوث التمريض	3	-	-	3	4.5	-	-	4.5	-----	-----	
NRS	476	Intensive Care for Adults	2	1	-	3	3	3	-	6	NRS 474	Mental Health Nursing/Clinical	



		العناية المكثفة للبالغين										تمريض الصحة العقلية / عملي
NRS	482	Nursing Management and Leadership/ Theory  إدارة التمريض والقيادة/ نظري	3	-	-	3		4.5	-	-	4.5	NRS 474  تمريض الصحة العقلية / عملي
NRS	483	Nursing Management and Leadership/ Clinical  إدارة التمريض والقيادة / عملي	-	-	2	2		-	-	6	6	NRS 474  تمريض الصحة العقلية / عملي
<b>Total</b>			<b>8</b>	<b>1</b>	<b>2</b>	<b>11</b>		<b>12</b>	<b>3</b>	<b>6</b>	<b>21</b>	

#### 10-Distribution of courses at levels: (T-Theory, P-Practice, Tr-Training CrH- Credit Hour)

##### Level 12

Course Code	Course Number	Course Title	Distribution of Credit Hours Before				Distribution of Actual Hours after				Number & Code of Pre-requisite	Name of Prerequisite (Co-Requisite)
			T	P	Tr	CrH	T	P	Tr	AcH		
NRS	365	Advanced Emergency Health Care  رعاية صحية طوارئ متقدم	1	1	-	2	1.5	3	-	4.5	CAMS 231	Emergency Care  رعاية الطوارئ
NRS	481	Intensive Clinical Training  تدريب إكلينيكي مكثف	-	-	5	5	-	-	15	15	NRS 472	Community Health Nursing/Clinical  تمريض صحة المجتمع / عملي
NRS	484	Evidence-Based Practice and Critical Thinking  الممارسة المبنية على الأدلة والتفكير	2	-	-	2	3	-	-	3		

		التقدي										
NRS	486	Independent Study in Nursing Specialty دراسة مستقلة في تخصص التمريض	3	-	-	3	4.5	-	-	4.5		
<b>Total</b>			<b>6</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>9</b>	<b>3</b>	<b>1/5</b>	<b>27</b>		
<b>Total Actual hours</b>							<b>134</b>					

- \* Include additional levels if needed
- \*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

<https://majmaah.sharepoint.com/:f:/s/nursingfacultymalesection/ErSZsguwoZFMp8hJ-VLd5FEB8HTOTLGSkk9baIaPKOfWJw?e=75MEbg>

### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered )

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
NRS 232	I				I					I		
NRS 237	I				I					I		
NRS 233			I	I				I	I		I	
NRS 234			P					P			P	
CAMS 231			I	I		I		I	I	I		
NRS 241	P	P	P				P				P	
NRS 242	I				P		P		P		P	
NRS 243	M	M						M		M		
NRS 244	P							P		P	P	
NRS 245			I				I	I				I
NRS 246	I	I	I		P					P		
NRS 351	M	M			M		M			M		
NRS 352			M					M			M	
NRS 353	I				P	P						
NRS 354		P	P	P	P	P					P	
NRS 355		M						M			M	
NRS 356		I		I	I	I					I	
NRS 361		I	I		I			I			I	
NRS 362	P		P					P	P	P		
NRS 363	P	P	P				M	M	M		M	

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
NRS 364			P			M		M		M		
NRS 365	M		M		M			M	M		M	
NRS 471			I				I	I			I	I
NRS 472				M			M			M	M	
NRS 473		I	I		M	M	M			M		
NRS 474			P				P	P			M	M
NRS 475	I		I		P	P	P				M	
NRS 476		M				M				M	M	M
NRS 477		M					M		M		M	
NRS 481			M	M		M		M			M	
NRS 482			I	I	P	P		P		M		
NRS 483			P			P	P		P	M		
NRS 484			P		P	M				M		
NRS 485						P				P	P	P
NRS 486	M				P				M		M	M
Field experience			M	M	M	M	M			M	M	M

\* Add a table for each track (if any)

### 5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies
<b>K</b>	<b>Knowledge and Understanding</b>	
<b>K1</b>	The student will recall knowledge from various disciplines related to nursing practice and health promotion.	* Lectures * Small group discussion * Video presentation
<b>K2</b>	The student will recognize knowledge of pathophysiological alterations and its effects on bio-psychosocial functioning of individuals.	* Lectures * Small group discussion * Video presentation
<b>K3</b>	The student will synthesize relevant concepts, principles and theories of basic sciences to assess needs and provide appropriate nursing care.	* Care plan Preparations * Video presentations.
<b>K4</b>	The student will reproduce the basic concepts of illness prevention, health promotion and management for diverse individuals, families, groups, and communities across the lifespan and across the health illness continuum.	* Lectures * Small group discussion * Video presentation
<b>S</b>	<b>Skills</b>	
<b>S1</b>	The student will criticize scientific, ethical and evidence-based knowledge, regarding alterations in health to maintain patient-centered care.	* Small group discussion * Video presentations
<b>S2</b>	The student will use effective communication techniques to promote relationships with individuals/families and communities.	* Drug calculations * Interactive lectures(Clicker) * Supervised practice experiences * Laboratory based practical work

S3	The student will be able to employ information systems for maintaining accurate, legible and complete records of data while complying with legal requirements, including confidentiality requirements, data protection legislation and other codes of practice when dealing with health information.	* Simulated practice sessions * Seminar presentations * Workshops
S4	The student will be able to perform nursing skills at all levels of practice across the lifespan in a variety of complex healthcare settings	* Supervised practice experiences * Simulated practice sessions * Discussion groups * Laboratory based practical work
S5	The student will be able to operate various patient-support technologies and devices in the delivery of safe and holistic nursing care	* Supervised practice experiences * Simulated practice sessions * Discussion groups * Laboratory based practical work
V	<b>Values</b>	
V1	The student will apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care in a variety of settings.	* Small group discussion * Problem-based learning approaches
V2	The student will be able to demonstrate collaboration with the multidisciplinary team while practicing their profession in a holistic, tolerant, non-judgmental, caring, and sensitive manner.	* Supervised practice experiences * Simulated practice sessions * Laboratory based practical work
V3	The student will illustrate an appropriate teambuilding strategies and effective cooperation to promote positive outcomes to a diverse society in a global context.	* Discussion groups * Clinical and clinical postings

#### 6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

	NQF Learning Domains and Learning Outcomes	Assessment Methods
K	<b>Knowledge and Understanding</b>	
K1	The student will recall knowledge from various disciplines related to nursing practice and health promotion.	* Written examinations
K2	The student will recognize knowledge of pathophysiological alterations and its effects on bio-psychosocial functioning of individuals.	* Written examinations
K3	The student will synthesize relevant concepts, principles and theories of basic sciences to assess needs and provide appropriate nursing care.	* Written examinations
K4	The student will reproduce the basic concepts of illness prevention, health promotion and management for diverse individuals, families, groups, and communities across the lifespan and across the health illness continuum.	* Written examinations
S	<b>Skills</b>	
S1	The student will criticize scientific, ethical and evidence-based knowledge, regarding alterations in health to maintain patient-centered care.	* Report presentations * Research Proposal * Case study presentations
S2	The student will use effective communication techniques to promote relationships with individuals/families and communities.	* Report presentations * Practical Exam * Objective Structured Clinical Examination

S3	The student will be able to employ information systems for maintaining accurate, legible and complete records of data while complying with legal requirements, including confidentiality requirements, data protection legislation and other codes of practice when dealing with health information.	* Individual and Group presentation * Projects * Case study analysis * Assignments
S4	The student will be able to perform nursing skills at all levels of practice across the lifespan in a variety of complex healthcare settings	* Internship performance, or clinical experiences * Practical Exam * Objective Structured Clinical Examination
S5	The student will be able to operate various patient-support technologies and devices in the delivery of safe and holistic nursing care	* Internship performance, or clinical experiences * Practical Exam * Objective Structured Clinical Examination
V	<b>Values</b>	
V1	The student will apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care in a variety of settings.	* Written examinations * Individual and Group presentation
V2	The student will be able to demonstrate collaboration with the multidisciplinary team while practicing their profession in a holistic, tolerant, non-judgmental, caring, and sensitive manner.	* Presentations * Practical Exam * Objective Structured Clinical Examination
V3	The student will illustrate an appropriate teambuilding strategies and effective cooperation to promote positive outcomes to a diverse society in a global context.	* Presentations * Field and clinical experiences

## D. Student Admission and Support:

### 1. Student Admission Requirements

Admission processes are carried out at the University electronically through an online system 'Edugate'<sup>1</sup>, which serves students to register for courses, to monitor their academic progress and to view their grades.

Admission takes place in September at the beginning of each academic year. In order to be admitted to the preparatory year, students have to submit the following documents:

- a general school certificate or an equivalent document not later than 5 years after school graduation.

<sup>1</sup> See the webpage: <http://edugate.mu.edu.sa/mu/ui/home.faces>

- an Aptitude Test Certificate (ATC) administered by the National Center for Assessment in Higher Education.

The total admission score of an applicant is calculated based on his/her scores in science section of the Saudi secondary school certificate (30%), the cumulative score of the school certificate as a whole (40%) and the ATC results (30%).

Before admission, applicants are required to provide a medical fitness report from a public hospital. After that, they have to do a medical investigation in medical clinics of Majmaah University, who will finally decide about their fitness. According to the University, after the admission, students are provided with some vaccines. Following the preparatory year, the required GPA to join Nursing program is 4.

## **2. Guidance and Orientation Programs for New Students**

The process of advising at the Department of Nursing students starts with an orientation program specifically designed to inform the new students. In addition, Academic Guidance Guide & flyers are supplies to announce to students through Black-board system. Then each student is assigned and guided by his\ her academic advisor.

## **3. Student Counseling Services**

(academic, career, psychological and social )

After enrolment to the Nursing program all the students are assigned an academic advisor from the faculty member, who assists him in getting familiar with the available services, understanding the University and Program policies, curriculum, and any issue affecting the teaching and learning experience. The academic advisor is also responsible for monitoring and guiding the student progress throughout his academic education. Each semester, the department holds a meeting with students where the students and faculty exchange views and opinions regarding curricular, extracurricular and career matters.

The student's workload is assigned based on his cumulative GPA every semester. The students with GPA of 2.0 are eligible to register up to 14 credit hours, while those of 4.5 GPA or above are eligible for up to 20 credits as a maximum. Students are allowed to take the maximum credit of 23 if he is in final level of graduation. In special cases students are allowed to take up to 25 credits provided the Department council approves the case.

## **4. Special Support**

(low achievers, disabled, gifted and talented)

The College of Applied Medical Sciences offers psychiatric and medical support for students who became disabled during their studies and who can continue their education at the program.

Regarding compensation measures for students with disabilities and chronic illnesses, decisions on these matters are taken by the department independently on an individual basis.

For low achiever students, extra classes are arranged with the respective faculty member by the academic advisor to empower student's knowledge. Moreover, Open lab. Hours are scheduled with the lab. Manager, respective faculty, and the academic advisor to empower student's psychomotor skills.

Talented students are planned to join multiple events "research conferences, community activities events, students' activities events, etc.



## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Nursing	Critical Care Nursing, Medical-Surgical Nursing, Pediatric Nursing, Gynecology & Obstetric Nursing, Community Health Nursing, Nursing Leadership and management	Excellence in Research and Language	4	4	8
Associate Professors	Nursing	Critical Care Nursing, Medical-Surgical Nursing, Pediatric Nursing, Gynecology & Obstetric Nursing, Community Health Nursing, Nursing Leadership and management	Excellence in Research and Language	4	5	9
Assistant Professors	Nursing	Critical Care Nursing Pediatric Nursing	Excellence in Research and Language	2	2	4
Lecturers	Nursing	Nursing	Excellence in Research and Language	1	1	2
Teaching Assistants	---	---	---	--	--	--
Technicians and Laboratory Assistants	Nursing	Nursing		1	1	2
Administrative and Supportive Staff	Administration	Administration		1	1	2
Others ( specify )	--	---	---	---	---	--

### 2. Professional Development



### **2.1 Orientation of New Teaching Staff**

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

- ✓ Orientation to faculty members
- ✓ Orientation to administration and management staff
- ✓ Orientation to college and department laboratories, classrooms, library and other facilities
- ✓ Orientation to the department program
- ✓ Orientation to other departments that have related work with the department
- ✓ Orientation to policies and procedures within the department, faculty, and the university
- ✓ Orientation to followed routine in all areas of work

### **2.2 Professional Development for Teaching Staff**

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- Faculty are encouraged to take part in workshops and conferences nationally and internationally
- Faculty are required to take some mandatory courses for self-development and performance
- Workshops, conferences and scientific days of research and development. All staff and faculty are encouraged to take part in these activities.

## **F. Learning Resources, Facilities, and Equipment**

### **1. Learning Resources.**

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Majmaah University has subscription to many of the periodicals related to the medical laboratory's profession. In addition, of subscribing several Electronic Library full-text databases, the students and faculty members also have the access to Saudi digital library (SDL) <http://sdl.edu.sa/SDLPortal/EN/Publishers.aspx>.
- Each course coordinator provides a list of related reference books for his courses at the first pages of the module guide. The whole list for all courses and submits it to the vice dean of academic affairs for approval and then sent to the University central library for purchase.

### **2. Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

Faculty staff responsible for the library resources, laboratories, and classroom makes lists with all requirements in consultation with department staff and submit lists to college management.

**3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program )

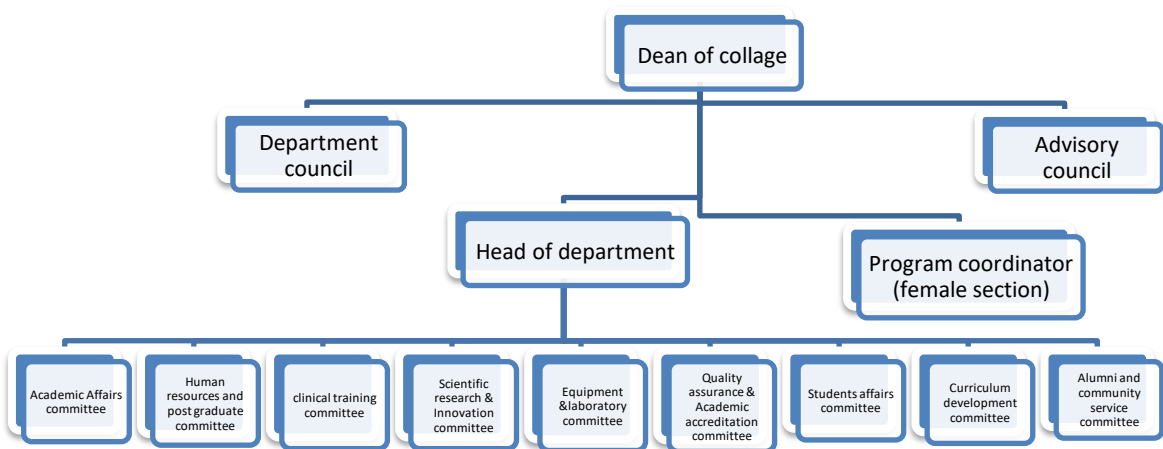
The College confirms to the guidelines of department of health and other local and national regulatory authorities for health and safety measure.  
 Annual inspection by the relevant authorities are conducted for auditing the CAMS facilities. After audit the college is certified by OHSAS.  
 Regular fire and safety mock drills are conducted by the officials from the fire-fighting department.

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(Including boards, councils, units, committees, etc.)



#### 1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- The advisory Committee consist of the members from all the stakeholder associated with the program. This committee meets at least once every year where they are provided with all the program data including the Annual Program report and the proposed Improvement plan for the next year. Their feedback and recommendation are included for the betterment of the program.
- The students are considered the most important aspect of the whole teaching and learning at the department therefore they play a very active role in the program development, therefore their feedbacks are taken at various level of program during their tenure.
- Most important among them are; Course Evaluation Survey, Outcome evaluation survey, Program Evaluation Survey, Program Satisfaction Survey, internship survey etc. There is

also a student advisory board at the level of college which is consulted periodically every year.

- The advisors and other stakeholders are consulted for any major changes in the program. Their feedbacks are taken for curriculum development and for the strategic plan for the program.

- Annually employer satisfaction survey is conducted, and its result is considered for the next year's annual improvement plan. Recommendations from the above processes are incorporated in annual improvement/action plan.

## **2. Program Regulations**

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

### **A. Admission Requirements for the Program**

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

The initial enrolment for the program is done once a year at the beginning of each academic year. The enrolment in the program is completely online, the students apply through the deanship of student's admission and registration website. Based on their eligibility and availability of seats, the students are then assigned to different colleges and departments. Total 60 students are accepted in Nursing program every year; maximum 30 students can be admitted at male or female section.

#### **Requirements of Admission**

- He should have obtained a general high school certificate or its equivalent from within or without the Kingdom of Saudi Arabia.
- His high school certificate or its equivalent should not be older than five years. The University Council may make some exceptions if convincing reasons are provided.
- He should be of a good conduct.
- He should successfully pass any test or interview assigned by the University Council.
- He should be medically fit.
- He should provide a permission for study from his reference, if he works in government or private sector
- He should satisfy any other conditions the University Council determines, announced during application.
- He should not be dismissed from any other university for disciplinary or academic reasons. If that became clear after his, his acceptance shall be deemed cancelled from the day of his admission.

- A student dismissed from the university for academic reasons may be enrolled in some programs that do not award a bachelor's degree, as decided by the University Council, or whoever it delegates. This shall not be allowed for the transitional program.
- Those who already had obtained a bachelor's degree, or its equivalent shall not be admitted obtaining another bachelor's degree. The University Rector has the right for exceptions.
- A student registered for another university degree or below, shall not be admitted, either in the self-same university or another

### **General Requirements for Admission:**

Majmaah University (MU) has central policies and procedures for admitting and following up the progress of all students throughout the university. The following are admission requirements stipulated for the admission of the new student:

- An applicant for admission must have a Saudi Secondary School Certificate - Science Section (SSSCSS) or its equivalent. The secondary school certificate should not be more than five years old and the Rector of the University may give exemption from this condition.
- Must have an Aptitude Test Certificate (ATC) administered by the National Center for Assessment in Higher Education.
- The minimum qualifying scores in SSSCSS & ATC tests are:(a) A total equivalent percentage of 75% (based on 30% from the SSSCSS + 30% from the ATC + 40% from cumulative basic Science of SSSCSS).
- Must not have been dismissed from another university for disciplinary reasons.
- When applicants exceed availability, priority is given to the students with higher grades.

### **B. Attendance and Completion Requirements**

Attach handbook or bulletin description of requirements for:

#### a. Attendance

1. The regular student must attend the lectures. He shall be debarred from the final examination if the percentage of his attendance is less than the percentage fixed by the University Council, provided it is not less than (75%) of the lectures for each course during the semester. The student who is debarred, because of absence, is considered as a failure in the course, and will be awarded the denial grade (DN).

2. The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse.
3. The student who is debarred from the examination because of absence is considered as a failure in the course. He will be awarded the score of the course work and given the denial grade (DN).
4. The lists of the debarred students shall be approved by the concerned College Board.
5. The lists of the debarred students shall be announced before the beginning of the final examinations.
6. The College Board or whoever it delegates may, exceptionally, forward the debarred students list and allow the students for entering the examination, provided he will give an acceptable excuse to the board. The University Council will determine the percentage of absence, provided it shall not be less than (50%) of the lectures for the course.

b. Progression from year to year

The student must commit to attending the classes from the first day for the beginning of the semester in accordance with the university academic calendar.

1. Registration:

- i. The student is availed the courses he wishes to study or drop according to the following:
- ii. The student may add the courses he wishes to study a week before the beginning of the academic year and ends by the end of the first week.
- iii. The student may drop the courses he does not wish to study until the end of the second week from the beginning of the academic year.
- iv. Registration must not exceed the maximum credit hours and not be less than the minimum as shall be mentioned in the fourth paragraph of this regulation.
- v. The process of the registration of the courses for the student is done in consultation with his academic supervisor. The student bears the responsibility of any deficiency or errors caused by ignorance of the instructions.
- vi. The student must complete the procedures of registration by himself, he is not entitled to assign this responsibility to his representative at all.
- vii. The registration process can be performed automatically for students of a certain college or level if necessary.

viii. If the student does not register for any course during the regular registration period, he shall be considered as leaving study.

2. Academic Load:

- i. Academic load refers to the total credit hours for the courses the student registers for in the semester. It is determined in accordance to the following regulations:
- ii. The minimum academic load is 12 credit hours for a semester.
- iii. The maximum academic load is 20 credit hours per semester and 10 credit hours for the summer semester.
- iv. The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.
- v. The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.
- vi. The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.

3. Academic Probation

- i. The student shall be given an academic probation if his CGPA becomes less than 2.00 out of 5.00.

c. Program completion or graduation requirements

1. The student graduates after completing the requirements of graduation successfully, according to the syllabus, provided that his Cumulative Average is not less than the rate determined by the concerned university council for each specialization. In all cases it should not be less than the Pass grade.
2. According to the recommendation of the concerned Department Board, the College Board may require the student to repeat, based on his Cumulative Average, in case of his success in the courses and failure in Cumulative Average, according to the following rules:
  - a. A condition for eliminating any grade for a course the student had studied is that he repeats and passes it.
  - b. The total credit hours for the courses eliminated from the Cumulative Average should not be more than 15% of the total credit hours of the syllabus.
  - c. In re-calculating the Cumulative Average, only the following grades may be eliminated: Fail (F), (Debarred (D), Withdrawal because of failure (WF).
  - d. The student shall not be considered a graduate until the issuance of approval of the University Council, awarding him the degree.

### **C. Student Academic Counselling**

Academic Advising is an essential and central element in the educational system, it is an objective response to the economic, humanitarian and social variables built into the system and philosophy of education, as well as being responsive to the needs of the student to Communicate with university education, which represents a necessary national development to achieve humanity innovation and excellence requirements.

#### Tasks of the Academic Advising Unit Coordinator

There is an academic advising unit in each faculty headed by a member of the faculty staff. Such coordinator has the following tasks:

1. General supervision of the work of academic advisors and follow up the cases referred to him/her.
2. Welcome new students on the first day of study and introduce them to the university regulations.
3. Allocate students in a fair manner between faculty staff taking into consideration all psychological, social and linguistic factors.
4. Receive reports about students' issues in addition to the reports sent by the academic advisors, solve their problems or refer them to Vice Dean for Academic Affairs or to Dean if needed.
5. Organize counseling meetings, seminars and workshops to advance the academic advising efforts.
6. Facilitate the tasks of the academic advisors and prepare students' files and forms.
7. Discuss with the faculty council (the Dean or heads of departments) all new developments related to students and suggest solutions and ways for development.

The student's academic advisor's tasks are assigned as follows:

1. Filling in specific forms for each student whom he was assigned to advise academically. These forms include the following:
  - Student's information form.
  - A semester updated study plan for students. (One can get it from the e-academic services system (Edugate).
  - Registration Form.

- An up-to-date copy of the academic portfolio (a transcript). (One can get it from the e-academic services system (Edugate).
  - Other administrative documents (such as deleting, adding, and withdrawing forms).
  - Emergency reports form for the academic advisor's meetings with students, and it should be given to the academic advising coordinator in the college.
  - The end of semester report form for the academic advisor's meetings with students which should be given to the academic advising coordinator in the college at the end of each semester.
  - The academic advisor can contact the academic advising coordinator to get these forms.
2. Courses Registering Process: The academic advisor checks the students file and his major and helps him to fill his own registration form before the date of registration.
  3. Choosing the Course: The academic advisor should take a look on the student's action plan through the e-academic services system (Edugate) in order to help the students, choose their courses; and he should make sure of the following: a. A student has passed all the required courses and the previous requirements with a grade not less than (D) because he won't be allowed to register in any course till, he passes its previous requirement. b. Knowing the minimum and maximum accredited hours which a student is allowed to register according to his current status (student's academic load).
  4. Sorting out the graduation requirements: A student need to pass the courses or the accredited hours to get the bachelor's degree in his major as follows:  Carrying out the mandatory university requirements successfully.  Carrying out the mandatory college requirements successfully.  Carrying out the mandatory department requirements successfully.  Passing all the required courses with a cumulative grade that shouldn't be less than (2.0).
  5. Helping the student to prepare a timetable and a study plan to complete all the graduation requirements within the maximum permitted period of years.
  6. Explaining the grades average (both for each semester and cumulative): The student's semester and cumulative performance is measured through calculating the semester and cumulative grades average.



7. Help students to choose their majors according to their inclinations and capabilities in the multi-specialization's faculties and departments.
8. Solving problems: The academic supervisor helps students to cope with problems related to their majors through shedding light on the causes of the problem and then suggesting solutions.
9. Refer the student to those who can answer his social, academic or even psychological queries if not acquainted by the academic advisor (Referral to the appropriated and concerned authorities at the university).
10. Student's absence: The absence is formally considered from the first day of study. According to the policy of the university, the student receives the first warning letter in case of being absent about 5% of the total approved teaching hours of the course. He receives the second warning letter in case of being absent 10% of the total approved teaching hours of the course and he might receive a denial in case of being absent for more than 25% of the total approved teaching hours of the course. Notice: the student who has received a denial is considered as failed in the course (With the need to review the list of coercive excuses for university students).

#### **D. Student Appeals**

Appeals:

A decision reached by a Student Conduct Administrator may be appealed by the respondent(s) or the complainant(s) to the Dean of Student Affairs within five (5) business days of the decision. Appeals must be made in writing and state the reason(s) for the appeal. The decision at each level is based on the written information provided by the Student Conduct Administrator/appeal officer, the respondent, and the complainant (if applicable) for the appeal. Appeals must be delivered in person to the Office of the Dean of Student Affairs. If the Dean of Student Affairs was the Student Conduct Administrator in a given case the appeal will be considered by the Vice Rector for Academic Affairs. Failure to submit an appeal, meeting the above requirements will result in the decision of the Student Conduct Administrator being final. The bases for appeals are limited to the following

- a. A procedural error or omission occurred that significantly impacted the outcome.
- b. The presentation of new information, that was previously unknown, or other relevant facts unknown or unavailable during the hearing that could sufficiently alter the decision. A summary of this new information and its potential impact upon the outcome must be included in the appeal. Failure to participate in the hearing may not be used as a basis for filing an appeal under this section.

- c. Sanctions imposed are substantially disproportionate to the severity of the violation.

**Options for Appeal:**

Level I: Decisions of the Student Conduct Administrator may be appealed to the Dean of Student Affairs. The appeal officer may affirm, reverse, or modify the original decision regarding the violations and/or sanctions imposed. The original finding and sanction(s) will stand if the appeal is not timely or is not based on the grounds listed above. For conduct cases involving a complainant other than the University, when one party requests an appeal, the other party (parties) will be notified and given up to five business days to respond. At the conclusion of those five business days, or upon receiving appeal requests from all parties involved, a decision will be rendered within ten business days. Appeals for findings involving the Discrimination, Harassment, and Misconduct Policy start at Level II.

Level II: Decisions of the Dean of Student Affairs may be appealed to the Vice Rector for Academic Affairs, within five business days following the above outlined procedures. The Vice Rector for Academic Affairs or designee will render a decision within ten business days. Decisions of the Vice Rector for Academic Affairs are final from the perspective of the University.

Level III: A respondent or complainant may request a discretionary review of the Level II appeal decision by the University Rector. The Rector has discretionary authority to grant or deny the request to review the decision. When the Rector decides to review the Level II appeal, the Rector's decision becomes the final decision of the University.

**E. Faculty and other Teaching Staff Appointments**

In spite, the majority of faculty and staff employment processes are centrally managed by the Deanship of Faculty and Staff Affairs, which is located at the main campus in Majmaah university, there is a special unit following the vice dean of postgraduates and scientific research called “Recruitment and hiring of faculty members”. This unit is composed of: A member of the faculty or more + Secretariat + Reporter. The functions of the unit are:

**1. Appointment of Saudi faculty:**

- a. Communicate with the departments of the college and the need to confine Required Candidates

- b. Receiving the request based on the terms of the university, college and department on e-mail.
- c. Choose applicants who met the conditions to meet the technical committee headed by the department head and external members.
- d. Personal interview anyone who has supported in the Committee of the interview committee appointment.
- e. Lifting who passed the interview to the College Board.
- f. Communicate with university departments to see the march of the papers presented.
- g. Notification of completed procedures for direct action.
- h. Save and classification of applicants' files.

## **2. Hiring of non-Saudi faculty:**

- a. Communicate with the departments of the college and the need to confine Required Candidates.
- b. Communicate with the Saudi Arabian Cultural Mission and send them requests specializations and experience required.
- c. Order flight schedules and contract proposal committees of each country for submission to the committee appointment.
- d. Communicate with the Saudi cultural attaché to send resumes and sorted and sent to departments for study.
- e. Coordination with the Deanship of faculty affairs attaché to work interviews members.
- f. Lifting the names of the committee accepted the appointment from each country to the Dean of Faculty Affairs request visas.
- g. Follow the progress of contractors' papers procedures and communicate with them until they start.

Also, the vice deanship has connections with other concerned authorities for:

- a. Adoption of the conferences and training courses for faculty members and lift them to the College Board.
- b. Approval of the promotions of faculty members and submitting them to the College Board.

## **H. Program Quality Assurance**

### **1. Program Quality Assurance System**

1  [BSN Program Quality assurance Manual 2022.docx](#)

A. From current students and graduates of the program.  
The students are considered the most important aspect of the whole teaching and learning at the department therefore they play a very active role in the program development, therefore their feedbacks are taken at various level of program during their tenure. Most important among them are;

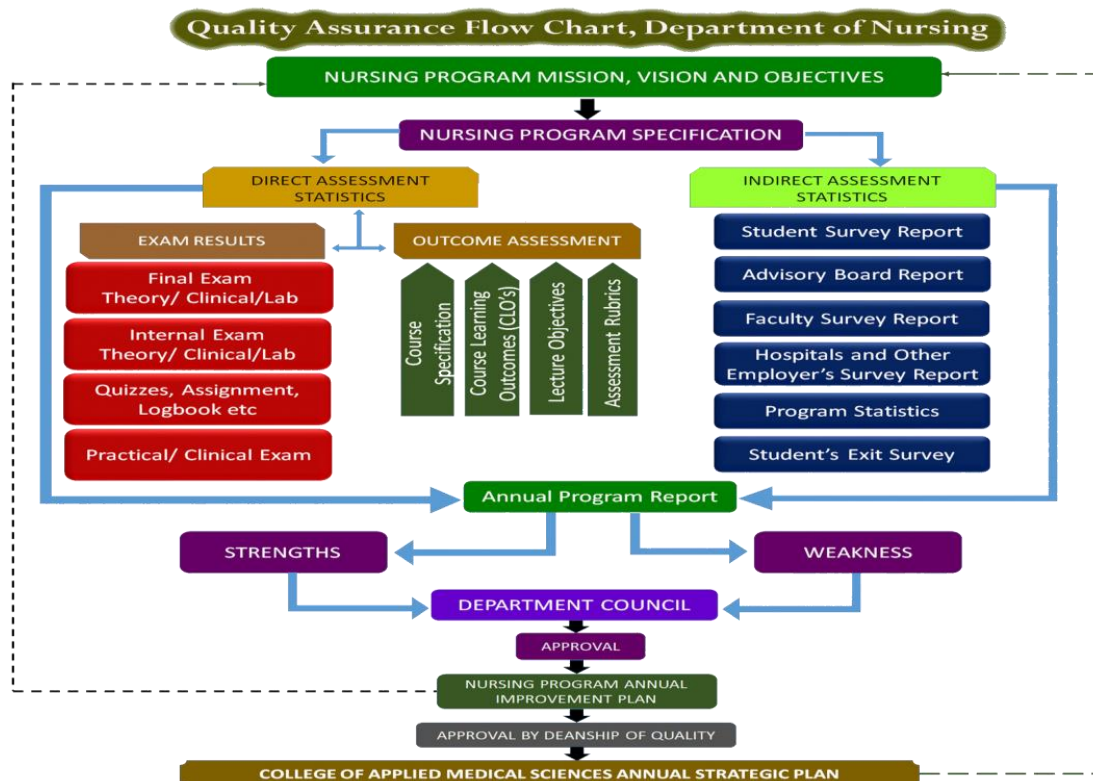
- Course Evaluation Survey (CES)
- Program Evaluation Survey (PES)
- Student Evaluation Survey (SES)

B. From independent advisors and/or evaluator.

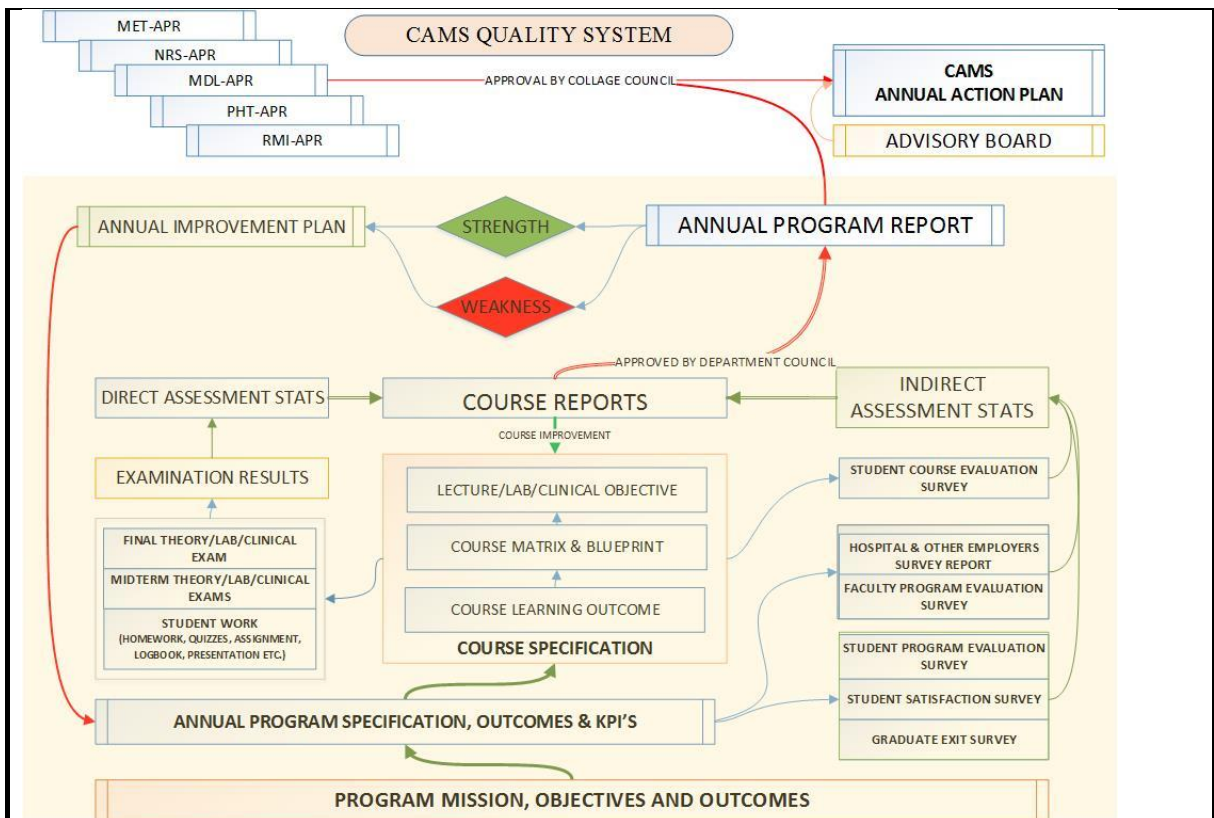
The advisors and other stakeholders are consulted for any major changes in the program. Their feedbacks are taken for curriculum development and also for the strategic plan for the program.

C. From employers and other stakeholders.

Annually employer satisfaction survey is conducted, and its results are considered for the next year's annual improvement plan.



## 2. Program Quality Monitoring Procedures



Based on the mission and objectives of the program the program learning outcomes were developed. All the course was then aligned to these program learning outcomes, for each outcome appropriate performance indicators were decided which the basis for all teaching and assessment activities became.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the Nursing program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

At the end of each academic year these performance indicators are measured, and their overall consistence is evaluated. Based on the result of this process recommendation for improvement is prepared which are made part of next year's improvement plan.

### **3. Arrangements to Monitor Quality of Courses Taught by other Departments.**

At the beginning of each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assessment rubrics and any other relevant information are provided to all the students taking that module.
- One of the main responsibilities of the module coordinator is to ensure the timely and uniform delivery/assessment of the module at all the sections it is being taught in that particular semester.
- The module coordinator after consultation with all the teachers send recommendations in the course report regarding revision of the module learning outcome, revision of the assessment mode, modification of course content, requirements for special tools/equipment for implementing the module objectives or any other difficulty faced during that semester.
- This course report is then deliberated upon by the Academic Advisory Committee, Quality Assurance Committee and the Department council.
- If required, an internal/external expert committee is constituted for module evaluation.
- Annually as part of indirect assessment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders; including, the student, faculty, employers, administrators and the community.
- Based on these recommendations if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- The students are providing details of the module objectives and specification at the beginning of the semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.
- The feedback is also obtained from students during the Final exams to receive the opinions about the Question papers after the completion of respective exams.

b. The process of the Advisory Committee

- The advisory Committee consist of the members from all the stakeholder and representatives from nursing department. The committee meets at least once every year where they are provided with all the program data including the Annual Program report and the proposed Improvement plan for the following year. Their feedback and recommendation are included for the betterment of the program.

**4. Arrangements Used to Ensure the Consistency between Main Campus and Branches**  
(including male and female sections)

To ensure the uniformity the program assigns a course coordinator at beginning of each semester. The coordinator along with the course team in all the sections prepares the course specifications, assessment schedule and study materials, including blue print and lecture objectives, lab/clinical objectives, to ensure uniform delivery & assessment of course in all the section.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the nursing program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

**5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships** (if any).

NON

**6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

**QA procedures for developing and accessing learning outcomes.**

Based on the mission and objectives of the program the program learning outcomes were developed. All the course was then aligned to these program learning outcomes, for each outcome appropriate performance indicators were decided which the basis for all teaching and assessment activities became.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment

strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the Nursing program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

At the end of each academic year these performance indicators are measured, and their overall consistence is evaluated. Based on the result of this process recommendation for improvement is prepared which are made part of next year's improvement plan.

### 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Course Evaluation	Students	Survey	End of academic year
Program Evaluation	Students	Survey	End of academic year
Student Evaluation	Students	Survey	End of academic year
Program Outcome Evaluation	Students	Survey	End of academic year
Academic Advising	Students	Survey	End of academic year
Graduate Stakeholder	Graduates	Survey	End of academic year
Faculty Satisfaction	Faculty	Survey	End of academic year

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

### 8. Program KPIs\*

The period to achieve the target ( ..... ) year.



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	K1	The student will recall knowledge from various disciplines related to nursing practice and health promotion.	75	<b>Teaching Methods:</b> Lectures, Small group discussion, video presentation <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks, Posters, Lab manuals, Group reports	End of academic year
2	K2	The student will recognize knowledge of pathophysiological alterations and its effects on bio-psychosocial functioning of individuals	75	<b>Teaching Methods:</b> Lectures, Small group discussion, video presentation <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks, Lab manuals, Check lists, Reports	End of Academic Year
3	K3	The student will synthesize relevant concepts, principles and theories of basic sciences to assess needs and provide appropriate nursing care.	70	<b>Teaching Methods:</b> care plan preparations, video presentations <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks, Lab manuals, checklists	End of Academic Year
4	K4	The student will reproduce the basic concepts of illness prevention, health promotion and management for diverse individuals, families, groups, and communities across the lifespan and across the health illness continuum.	75	<b>Teaching Methods:</b> Lectures, Small group discussion, video presentation <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks, Lab manuals, checklists	End of Academic Year
5	S1	The student will criticize scientific, ethical and evidence-based knowledge, regarding alterations in health to maintain patient-centered care.	80	<b>Teaching Methods:</b> small group discussion, video presentations <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks,	End of Academic Year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				Lab manuals, checklists	
6	S2	The student will use effective communication techniques to promote relationships with individuals/families and communities.	80	<b>Teaching Methods:</b> Drug calculations, interactive lecturers (clickers), supervised practice experiences, laboratory based practical work <b>Evaluation Methods:</b> Checklist of professional and ethical conducts, Exams, Individual and group, presentations	End of Academic Year
7	S3	The student will be able to employ information systems for maintaining accurate, legible and complete records of data while complying with legal requirements, including confidentiality requirements, data protection legislation and other codes of practice when dealing with health information.	75	<b>Teaching Methods:</b> simulated practice sessions, seminar presentations, workshops <b>Evaluation Methods:</b> Checklist of professional and ethical conducts, Exams, Individual and group, presentations	End of Academic Year
8	S4	The student will be able to perform nursing skills at all levels of practice across the lifespan in a variety of complex healthcare settings	80	<b>Teaching Methods:</b> supervised practice experiences, simulated practice sessions, discussion groups, laboratory based practical work <b>Evaluation Methods:</b> Adopting checklist from the lab manual, rubrics, OSPE	End of Academic Year
9	S5	The student will be able to operate various patient-support technologies and devices in the delivery of safe and holistic nursing care	80	<b>Teaching Methods:</b> supervised practice experiences, simulated practice sessions, discussion groups, laboratory based practical work <b>Evaluation Methods:</b> Adopting checklist from the lab manual, rubrics, OSPE	End of Academic Year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
10	V1	The student will apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care in a variety of settings.	75	<b>Teaching Methods:</b> small group discussion, problem-based learning approaches <b>Evaluation Methods:</b> Exams, Individual and group presentations, Case studies, Logbooks, Lab manuals, checklists	End of Academic Year
11	V2	The student will be able to demonstrate collaboration with the multidisciplinary team while practicing their profession in a holistic, tolerant, non-judgmental, caring, and sensitive manner.	70	<b>Teaching Methods:</b> supervised practice experiences, simulated practice sessions, laboratory based practical work <b>Evaluation Methods:</b> Checklist of professional and ethical conducts, Exams, Individual and group, presentations	End of Academic Year
12	V3	The student will illustrate an appropriate teambuilding strategies and effective cooperation to promote positive outcomes to a diverse society in a global context.	80	<b>Teaching Methods:</b> Discussion groups, clinical postings <b>Evaluation Methods:</b> Checklist of professional and ethical conducts, Exams, Individual and group, presentations	End of Academic Year

\* including KPIs required by NCAAA

### I. Specification Approval Data

Council / Committee	ACADEMIC COUNCIL MEETING	DEPARTMENT ACADEMIC COUNCIL MEETING
Reference No.	MEETING NO. 4 (1442-1443)	MEETING NO.
Date	30/01/1443	