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**Self-study report**

**Graduate programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM INFORMATION** | | | |
| Program |  | | |
| College |  | Department |  |
| Date of submission to QU Health Academic Quality Affairs | |  | |

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## **SECTION 1 BACKGROUND INFORMATION**

### General Program Information

<< Briefly describe and introduce the program using the table below and provide a brief overview of the process followed in developing this self-study report and the extent of faculty participation in the development and review of the present report. Please outline the involvement of external stakeholders and students, and how their input was gathered >>

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Department |  | Dept. Website |  |
| Name of College |  | College Website |  |
| Program Name |  | Degree Title |  |
| Major Title |  | Concentration |  |
| Minor Title |  | Program length[[1]](#footnote-1) |  |
| No. Credit Hours |  | Min & Max years of study[[2]](#footnote-2) |  |
| Year program was first implemented |  | Type of program[[3]](#footnote-3) |  |
| Program delivery mode[[4]](#footnote-4) |  | Program Website |  |
| Name of institutions collaborating in program delivery | |  | |
| On campus collaborating research centers/ labs | |  | |
| Other related programs offered within the Department, College or University | |  | |

### Self- study report committee

List chairperson details

|  |  |
| --- | --- |
| Chairperson Name |  |
| Chairperson Contact Details[[5]](#footnote-5) |  |

List committee member’s details

|  |  |  |
| --- | --- | --- |
| Committee Members | Ranks | Specific Areas of Expertise |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### Introduction to Qatar University

<< Provide a brief introduction to Qatar University and the college hosting the program, details may be provided as an appendix. >>

|  |
| --- |
|  |

### Program History

<< Indicate the year the program was first implemented and briefly summarize major program changes since its implementation. >>

|  |
| --- |
|  |

### Program Organizational and Administrative Structure

**1.5.1 Program Governance**

<< Briefly describe the current organizational and administrative structure of the program/department, the college hosting the program, and the university using text and organization charts. Identify the person who has leadership responsibilities for the program. Complete the following table for the program director (or equivalent) and others with significant administrative roles (e.g. Associate Dean for Academic Affairs, Assistant Dean for Students Affairs). Describe the leadership and management responsibilities of that person. Describe the decision-making process within the program. >>

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Name | Role |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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**1.5.2. Administration and Operations**

<< Provide the program organizational chart, including the committee structure. Add committee Terms of Reference as appendix. Where these do not exist, briefly describe how these committees are organized and appointed, and how they function, outlining the involvement of external stakeholders and students. Describe the administrative structure of the program. List and describe the role of the program or Department level committees. Describe how these committees are organized and appointed, and how they function. Indicate how these administrative/committee duties are taken into account in determining the overall workload of the faculty involved (such as teaching/supervision load reduction). >>

|  |
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### Program Continuous Improvement

<< Briefly describe the approach taken by the program to the continuous improvement of the curriculum, teaching and learning, assessment, evaluation etc. >>

|  |
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|  |

### Program Relation with Other Programs/ Research Center and Internal Stakeholders

|  |
| --- |
|  |

<< List any program collaboration with other programs and specialized research centers/bodies at QU, including shared facilities, joint research projects, thesis co-supervision, colloquia series, joint seminars, etc. Briefly describe how these other programs and internal stakeholders contribute to research priorities and activities. In addition, for each of the courses offered in the program, please provide the number of students enrolled in other programs who did register in these courses. Please use table 1.7.1 to record the required data. >>

Table 1.7.1 Number of Students from other Programs Registered in Courses offered by the Program

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Courses offered by the Program | | Year | No. of Sections per Semester | | No. of students enrolled in all sections | | | No. of Students from other Programs Registered in the course | | |
| Course Id | Course Title | Fall | Spring | F | M | Total | F | M | Total |
|  |  | AY |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | |
|  |  | AY |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
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### Program External Stakeholders and Advisors

<< Identify program external stakeholders. List persons, private or public institutions, research centers, committees or groups and associations external to the university who provide advice to the program in a formal capacity (e.g. liaison committee, program advisory board etc.). Briefly describe how their input is sought, particularly in relation to aspects of development and continuous improvement. Provide a list of the members of these committees or boards and their affiliation and briefly describe the program links and the scope of the interaction with the identified external stakeholders. Please elaborate on how the external stakeholders contribute to the program’s research priorities and activities. Briefly describe the external stakeholders’ (including alumni) contribution to and involvement in the design and revision of the program>>

|  |
| --- |
|  |

### Program Relation with Programs Offered Outside the University

<< Briefly describe related or similar programs offered at other higher education institutions in Qatar or in the GCC states. Indicate how the QU program differs from these other programs. Indicate any teaching-related collaboration with these programs (or others), including joint degrees, thesis co-supervision, extra-departmental thesis committees, research projects, seminars, etc. >>

|  |
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### Program Contribution to Broader Community

<< Briefly describe how the program responds to the needs of the community at large including the university needs, the market needs, and the country needs. In particular, please reflect on the program graduate placement data for the past three years and the percentage of graduates employed in the field, percentage employed elsewhere, percentage seeking employment, and percentage continuing education to evaluate the program response to the country and market needs.

* Describe how the program promotes and supports faculty and student involvement and efforts in providing services to the community at large. Please provide data on the following:
* Internal and external events organized by the program with a brief presentation of the event and details on the event participants and their number.
* Internal and external events the program contributed to or participated in with a brief presentation of the event and with details on the nature and scope of the program participation and/or contribution.
* List and provide a brief description of other student and/or faculty activities related to the discipline, college, university, and community. >>

|  |
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## **SECTION 2 accreditation, previous academic program reviews and major changes**



### Program Accreditation

<<State the accreditation body (if any) or plans to apply for accreditation. If relevant, summarize the key findings of the most recent accreditation highlighting commendations, recommendations etc. as identified in the accreditation report.

* Indicate the accreditation status of the program: the program is accredited; applied for accreditation; is preparing for accreditation, or was denied accreditation status. If the program is accredited, please name the accrediting agency by which the program is currently accredited and indicate the dates of initial and most recent accreditation evaluations. Summarize the deficiencies, weaknesses, concerns, or observations as identified in the most recent accreditation visit and report. Describe actions taken to address them, including the implementation dates of these actions, if applicable using Table 2.1.1
* If the program is not accredited, please indicate if the program is preparing for accreditation and, if so, from which accreditation agency and what is the expected application date. If the program has applied for accreditation, please name the accreditation agency from which the program is seeking accreditation and the expected accreditation date.
* If specialized accreditation is available but not sought, indicate why.
* If accreditation has been denied or has not yet been attained, briefly indicate why and attach the accreditation report. >>

|  |
| --- |
|  |

Table 2.1.1

|  |  |  |
| --- | --- | --- |
| Actions | Implementation Dates | Impact |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### Summary of Previous Academic Program Review Outcomes and Actions Taken

<<Indicate if this is the first Academic Program Review. If relevant, please summarize commendations, recommendations and any issues identified during the previous Academic Program Review using Table 2.2.1 Describe actions taken to address any issues, including the implementation dates and any impact, where relevant. >>

|  |
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|  |

Table 2.2.1

|  |  |  |
| --- | --- | --- |
| Actions | Implementation Dates | Impact |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |

### Major Changes

<<Describe major structural changes since the last Academic Program Review (i.e. change of offering, restructuring), including the rationale for the changes, implementation dates and any impact, where relevant.Include major changes in teaching, learning and assessment philosophy and strategy. >>

|  |
| --- |
|  |

### Strategy and Action Plan

<<Describe recent key program strategic goals and initiatives aligned to QU strategy, implementation dates and any impact, where relevant. >>

|  |
| --- |
|  |

## **SECTION 3 STUDENTS**



### Program Promotion and Prospective Student Outreach

<<Briefly describe the approach taken for program promotion and prospective student including Outreach programs/campaigns implemented by the program and any marketing and promotional material developed by the program etc. >>

|  |
| --- |
|  |

### Student Body

<<Briefly describe the program current student population and its diversity and indicate the primary source of these students - e.g. holders of Bachelor/Master degree, currently employed professionals, people preparing to re-enter the job market, etc. >>

|  |
| --- |
|  |

### Target Number

<<State the target number of students, indicating any planned increase over the next five years. Include any other specific targets (e.g. Qatari students etc.). >>

|  |
| --- |
|  |

### Student Admission Process and Trends

### Admission Requirements

<<Briefly describe the admission requirements for the program including student admission standards and policies and the procedures in place that help maintain the quality of admitted students. Please indicate if the program requires a written and/or oral interview/ examination. Please provide data on the history of student achievement in relation to the admission requirements for students admitted into the program in the past five years. Please use Tables 3.4.2 through 3.2.5 to record the required information and please edit the tables as needed in case of different requirements. >>

|  |
| --- |
|  |

### Applied Students

Provide a summary of applied students over the last 5 years by nationality and gender- fall to fall

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Year  (current) | Year  (current - 1) | Year  (current - 2) | Year  (current - 3) | Year  (current - 4) |
| Applied (total) | |  |  |  |  |  |
|  | Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
|  | Non-Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |

### Admitted Students

Provide a summary of students admitted over the last 5 years by nationality and gender- fall to fall

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Year  (current) | Year  (current - 1) | Year  (current - 2) | Year  (current - 3) | Year  (current - 4) |
| Admitted (total) | |  |  |  |  |  |
|  | Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
|  | Non-Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |

### Registered students

Provide a summary of students registered over the last 5 years by nationality and gender- fall to fall

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Year  (current) | Year  (current - 1) | Year  (current - 2) | Year  (current - 3) | Year  (current - 4) |
| Registered (total) | |  |  |  |  |  |
|  | Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
|  | Non-Qatari |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |

Provide a summary of student admission GPA at the point of registration over the last 5 years. *(List high school GPA for undergraduate programs, undergraduate GPA for graduate programs)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Number of Registered Students | GPA | | |
| Min | Mean | Max |
| Year  (current) |  |  |  |  |
| Year  (current) |  |  |  |  |
| Year  (current) |  |  |  |  |
| Year  (current) |  |  |  |  |
| Year  (current) |  |  |  |  |

3.4.5 Admitted Students per Field of Previous Degree/Studies

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Degree | Major | AY | AY | AY | AY | AY |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Student Retention

Describe the criteria for successfully completing each year, including graduation requirements.

|  |
| --- |
|  |

Table 3.5.1 student retention by cohort for the last five academic years.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Year | Admitted | Successfully completed Y1 | | Successfully completed Y2 | | Successfully completed Y3 | | Successfully completed Y4 | | Successfully completed Y5 | |
| No. | % | No. | % | No. | % | No. | % | % | No. |
| Year  (current) |  |  |  |  |  |  |  |  |  |  |  |
| Year  (current - 1) |  |  |  |  |  |  |  |  |  |  |  |
| Year  (current - 2) |  |  |  |  |  |  |  |  |  |  |  |
| Year  (current - 3) |  |  |  |  |  |  |  |  |  |  |  |
| Year  (current - 4) |  |  |  |  |  |  |  |  |  |  |  |

Table 3.5.2 Provide dismissed students per Cohort Year for the last five years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cohort Year | Number of Student  Academic Dismissal | | Number of Student  Non-Academic Dismissal | | Number of Students under Probation | |
|  | No. | % | No. | % | No. | % |
|  |  | |  | |  | |
|  |  | |  | |  | |
|  |  | |  | |  | |
|  |  | |  | |  | |

### Graduation Trends and Employability

<<Summarize graduate destination for the last five graduated cohorts. Briefly describe the program graduation requirements and the process used by the program to ensure that all graduating students meet the program graduation requirements; this should include any degree audit polices and/or practices adopted by the program. Please indicate if the program requires students to pass a written and/or oral final comprehensive examination as a graduation requirement. Please provide data related to the program graduates. The following tables should be used to record required data. >>

|  |
| --- |
|  |

### Students Graduation Statistics

Table 3.6.1 Graduation trends for the past five academic years.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Cohort Size | Graduation Rate in | | | | | | | | | | % Graduate overall | Total Number of Graduates with GPA > 3.5 | Mean GPA for all Graduates |
| Less than 2 years | | 2 years | | 3 years | | 4 years | | More than 4 years | |
| No. | % | No. | % | No. | % | No. | % | No. | % |
| Fall 20\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### Graduate Employability

Briefly describe graduate destination for the last five graduated cohorts.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Cohort | No. of Graduates | Employed Full Time | | Employed Part Time | | Further Study | |
| No. | % | No. | % | No. | % |
| Fall 20\_\_ |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |
| Fall 20\_\_ |  |  |  |  |  |  |  |

### Student Transfer

Describe the criteria and processes for student transfers into and out of the program.

|  |
| --- |
|  |

Give transfer student trends for past five academic years.

|  |  |  |
| --- | --- | --- |
| Academic Year | Number of Student Transferred Into the Program | Number of Student Transferred Out of the Program |
| Year  (current) |  |  |
| Year  (current - 1) |  |  |
| Year  (current - 2) |  |  |
| Year  (current - 3) |  |  |
| Year  (current - 4) |  |  |

### Student Advising and Support Services

<<Briefly describe the system and process to ensure that students receive curriculum and career advising, monitoring and counselling. Briefly describe the student support programs, services, and activities that promote student learning and enhance the development of students; such support services may be of academic or non-academic nature. Please provide additional details on the following: Student orientation for new graduate students and Faculty student interaction. >>

|  |
| --- |
|  |

### Thesis/Project Selection and Supervision

<<Describe the process adopted by the program for thesis/project selection and supervision. Describe any qualifying exams or other type of exams devised/required by the program. >>

|  |
| --- |
|  |

### Student Support

<<Briefly describe any financial support available to students, including support to facilitate research and training activities for students.

* Briefly describe the student support programs, services, and activities that promote student learning and enhance the development of students; such support services may be of academic or non-academic nature. Describe and show how these services contribute to student success and the program mission.
* Briefly describe the procedure and the criteria for the selection of graduate assistants and for providing financial aid to students. Please provide information on graduate assistants and data on financial aid provided to students for the past three years>>

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### Commentary

<<Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 3: Students.>>

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## **SECTION 4 Program description**



### Program Specification

<<Briefly (in few lines) describe the program and the hosting academic unit (department) including information on the number of students, size of faculty and staff members, main program collaborations/partnerships with government, business, industry and national and international institutions, including collaboration with QU’s specialized research centers/bodies, departments and colleges.

Briefly summarize the facilities available to the program including on and off campus research facilities/labs, main equipment, and other important resources available to the program such as acquired research funds/grants. Please summarize the program’s main research priorities and research outcomes including faculty/student publications, and industrial research projects. Briefly mention any other relevant information that will help in providing a clear and general overview of the program to someone who knows nothing about the program. This section should be very brief and concise as specific details will be given in later sections. >>

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### Mission Statement

<<State the program, department and college missionstatement(s) and where these are published (e.g. webpage, student handbook etc. and briefly present the process used in developing and revising the mission statement. State the program, the department, the college, and the university mission statements and indicate where these statements are published. >>

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### Program Operational Objectives

<<State the program operational objectives and briefly present the process used in developing and revising the program strategic plan and operational objectives. Briefly introduce the program current strategic plan (should be added as attachment) >>

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### Program Educational Objectives

<<State the program educational objectives and briefly present the process used in developing and revising the Program Educational Objectives>>

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### Relation to University Mission and Strategic Plan

<<Discuss and justify the appropriateness of the program mission statement and briefly describe how the program contributes to the college and university mission. Show that the program mission is in line with the university mission and strategic plan. Provide a mapping of the program operational objectives to objectives defined in the university strategic plan. >>

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### Program Learning Outcomes

<< Briefly present the process used in developing and revising the program level Student Learning Outcomes and list these outcomes & State the program learning outcomes>>

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### Mapping of Program Learning Outcomes to Program Educational Objectives

<<Map the program (student) learning outcomes (PLOs) to the program educational objectives using the following table. >>

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Obj.  PLO | Obj. 1 | Obj. 2 | Obj. 3 | Obj. 4 | Obj. 5 | Obj. 6 | .. | .. |
| PLO 1 |  |  |  |  |  |  |  |  |
| PLO 2 |  |  |  |  |  |  |  |  |
| PLO 3 |  |  |  |  |  |  |  |  |
| PLO 4 |  |  |  |  |  |  |  |  |
| PLO 5 |  |  |  |  |  |  |  |  |
| .. |  |  |  |  |  |  |  |  |
| .. |  |  |  |  |  |  |  |  |
| .. |  |  |  |  |  |  |  |  |

### Needs for the Program

<<Briefly describe the needs for the program (why?) by covering the following:

* **University needs:** How the program academically complements and supports other existing programs and/or advance the study of the subject area and/or contribute to the university mission and goals.
* **Market needs**: Evidence of employers’ need for graduates from the program (usually in form of surveys).
* **Country needs:** How graduates from the program contribute to the social and/or economic development of the country. Please refer to the Qatar National Vision 2030 and Qatar National Development Strategy 2011-2016 documents. >>

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### Demand for the Program

<<Briefly describe the current and anticipated future demand for the program by covering the following:

**Employer Demand**: Provide evidence of sufficient employer demand for graduates of the program including number of positions offered to graduates per year. Evidence must include:

* Results of employer surveys,
* Current labor market analysis (local, regional, and international), and
* Future workforce projections.

Where appropriate, evidence should also demonstrate employers’ preference for graduates of the proposed program over persons having alternative existing credentials and employer’s willingness to pay competitive salaries to graduates of the proposed program.

**Student Demand**: Provide evidence of student demand, normally in the form of surveys of potential students, current enrolment data, and future enrolment projections for the program at well as for other similar programs offered at other educational institutions in the country and/or the region. >>

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### Curriculum Description

<< Briefly describe the program curriculum as it appears in the university catalog. Briefly describe the process used in developing and reviewing the program curriculum. Provide references to similar programs at other institutions. >>

Give the program curriculum structure. >>

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum Component | | Number of courses | Total number of credit hours |
| General Education Requirements  (Core Curriculum) (undergraduate) | |  |  |
| Major Required Courses | |  |  |
| Major Elective Courses | |  |  |
| Supporting | |  |  |
| Concentration Required Courses | |  |  |
| Concentration Elective Courses | |  |  |
| Thesis or Project | Thesis Option |  |  |
| Project Option |  |  |
| Minor (undergraduate) | |  |  |
| Others | |  |  |
| Total | |  |  |

### Mapping of the Curriculum to Program (Student) Learning Outcomes

<<Map the courses to the program (student) learning outcomes (PLOs) using the following table. Provide the course master syllabi, using the template provided in Appendix 1. >>

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course  PLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
| Major Required Courses | | | | | | |
| Course ID – Course Title |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Course  PLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
| Major Elective Courses | | | | | | |
| Course ID – Course Title |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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### Mapping of the Curriculum to Accreditation Requirements

<<Describe how the curriculum aligns to any accreditation requirements, if relevant (include mapping). >>

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### Study Plan

<<Provide the program study plan using the following table >>

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|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Updated Study Plan** | | | | | | | | | | | | |
| **Version number** | | | | | | | Click or tap here to enter text. | | | | | |
| **Total credit hours for the program** | | | | | | | Click or tap here to enter text. | | | | | |
| **FIRST YEAR ([ ] credit hours)** | | | | | | | **SECOND YEAR ([ ] credit hours)** | | | | | |
| **Fall Semester** | | | | | | | **Fall Semester** | | | | | |
| Course No. | Course Title | Credit Hours | Pre-requisites | | Concurrent pre-requisite | | Course No. | Course Title | | Credit Hours | Pre-requisites | Concurrent pre-requisite |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
| Total Credit Hours in Semester | | | | |  | | Total Credit Hours in Semester | | | | |  |
| **Spring Semester** | | | | | | | **Spring Semester** | | | | | |
| Course No. | Course Title | Credit Hours | Pre-requisites | | Concurrent pre-requisite | | Course No. | Course Title | | Credit Hours | Pre-requisites | Concurrent pre-requisite |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
| **Total Credit Hours in Semester** | | | | |  | | **Total Credit Hours in Semester** | | | | |  |
| **Summer Semester** | | | | | | | **Summer Semester** | | | | | |
| Course No. | Course Title | Credit Hours | Pre-requisites | | Concurrent pre-requisite | | Course No. | Course Title | | Credit Hours | Pre-requisites | Concurrent pre-requisite |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
|  |  |  |  | |  | |  |  | |  |  |  |
| **Total Credit Hours in Semester** | | | | |  | | **Total Credit Hours in Semester** | | | | |  |
| **THIRD YEAR ([ ] credit hours)** | | | | | | | **FOURTH YEAR ([ ] credit hours)** | | | | | |
| **Fall Semester** | | | | | | | **Fall Semester** | | | | | |
| Course No. | Course Title | Credit Hours | | Pre-requisites | | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | | Pre-requisites | Concurrent pre-requisite |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
| **Total Credit Hours in Semester** | | | | | |  | **Total Credit Hours in Semester** | | | | |  |
| **Spring Semester** | | | | | | | **Spring Semester** | | | | | |
| Course No. | Course Title | Credit Hours | | Pre-requisites | | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | | Pre-requisites | Concurrent pre-requisite |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
|  |  |  | |  | |  |  |  |  | |  |  |
| Total Credit Hours in Semester | | | | | |  | Total Credit Hours in Semester | | | | |  |
| **Summer Semester** | | | | | | | **Summer Semester** | | | | | |
| Course No. | Course Title | Credit Hours | Pre-requisites | | | Concurrent pre-requisite | Course No. | Course Title | | Credit Hours | Pre-requisites | Concurrent pre-requisite |
|  |  |  |  | | |  |  |  | |  |  |  |
|  |  |  |  | | |  |  |  | |  |  |  |
|  |  |  |  | | |  |  |  | |  |  |  |
|  |  |  |  | | |  |  |  | |  |  |  |
| **Total Credit Hours in Semester** | | | | | |  | **Total Credit Hours in Semester** | | | | |  |

## **SECTION 5 Program Development and delivery**



### Curriculum and Course Delivery

<<Indicate if instruction of all courses offered as part of the program curriculum and the supervision of student thesis or project are provided by the program faculty. If the program faculty does not provide instruction/supervision for all such course work, describe arrangements made by the program to provide instruction for these courses, describe any arrangements with other programs, accredited institutions or entities through contracts or consortia, or collaborative agreements or other alternative approaches and demonstrate how does the program control all aspects of its curriculum offering and course instruction and delivery. >>

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### Teaching and Learning Philosophy and Strategy

<<Describe the program teaching and learning philosophy and strategy to include, for example,

* The understanding and application of theories, principles, and practices
* Horizontal and vertical integration co-courses, build on, levels of courses
* Development of themes
* Increasing complexity of learning outcomes (cognitive, affective, motor skills)
* Integration of the program components and linkage to program learning outcomes
* External reference points, such as subject benchmarks, accreditation bodies.

Describe how these are developed throughout the program. >>

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### Changes in the Program Curriculum for the Past Five Years

<< Please include in this section a general overview of approved changes in the program curriculum for the past five years. Use Table 4.8.1 to record required information. >>

5.3.1 Changes in the Program Curriculum for the Past Five Years

|  |  |  |  |
| --- | --- | --- | --- |
| Courses / Part of Curriculum Affected | Date of the Approved Change | Description of the Change | Rationale |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Program Content Review and Development

<<Describe the processes for reviewing and developing the program mission, learning outcomes and content, including the teaching approaches. Indicate the involvement of external stakeholders and students. Provide any student handbooks as an appendix. >>

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### Class Sizes

<<Briefly describe the range of class sizes across the different courses and how these are determined. >>

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### Placement Provision, Experiential Learning, Field Trips, etc.

<<Describe any placements, experiential learning, field trips, etc. offered by the program. Provide a list of institutions collaborating with the program from the government, business, industry, civil society organizations, national and international research institutions, etc. Provide details on the mechanisms and criteria used by the program in selecting such institutions or organizations.

Describe any approaches to quality assuring these activities. >>

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### Research Strategy

<<Describe the program strategy to ensure high quality research, providing details on promotion of student engagement and contribution to research. Describe research-related student research opportunities (e.g. NPRP projects, student publications, presentations, participation in national and/or international conferences, Graduate Assistantship GA, awards or any other form of scholarly achievement). >>

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### Student Scholarly Achievements and Contribution to Research

* Please provide data on the student contribution to research such as contribution to NPRP projects, student publications, presentations, and participation in national and/or international conferences, awards or any other form of scholarly achievement for the past three years.
* Please list dissertation/thesis titles and the names of the students and respective supervisors for the past three years; please provide in Table 5.8.1 a list of graduation projects conducted by students during the last three years with the name of the project supervisor and the hosting institution if the project was conducted outside QU or in collaboration with another institution.
* Please include a random sample of the thesis and project abstracts in the appendices.

Table 5.8.1 List of Dissertations/Thesis for the Past Five Years

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name/ ID | Dissertation/Thesis title | Supervisor Name | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

Table 5.8.2 List of Graduation Projects Conducted by Students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name/ ID | Project title | Collaborating/Hosting Institution, if any | Project Supervisor Name | Date |
|  |  |  |  |  |
|  |  |  |  |  |
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### Extra-curricular Activities

Describe any extra-curricular activities offered to students.

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### Commentary

Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 5: Program Development and Delivery.

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## **SECTION 6** **ASSESSMENT OF STUDENT PERFORMANCE**



### Course Assessment

Describe the approach taken to the planning, development and review of course assessments to include, for example

* Faculty involvement
* Mapping to course learning outcomes
* Mapping to program learning outcomes
* Nature and range of assessment types
* Formative and summative assessments
* Number of assessments, student assessment load
* External review
* Making students aware of assessments (nature, range, number etc.)
* Plagiarism detection
* Quality assurance of assessment, including any double-marking or other approaches to validity and reliability testing etc.
* Opportunities for repeating assessment

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### Feedback

Describe the approach taken to the planning, development and review student assessment performance feedback to include, for example

• Nature of feedback

• Methods of feedback

• Timeliness of feedback

• Standardizing feedback

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### Program Learning Outcomes Assessment Cycle

If applicable, complete the following for the assessment of program learning outcomes.

Briefly describe the assessment and evaluation processes that the program uses to determine the level of attainment of the program level student learning outcomes and program educational objectives. Present the program assessment plans. Please include the following:

* Overall general assessment schedule identifying the SLO assessment cycle
* Detailed assessment timeline and schedule indicating when and in which context student learning outcomes are assessed, who is responsible for conducting the assessment, and who is responsible for collecting the assessment data
* Assessment methods and tools used in assessing each SLO.

In addition to the narrative part, use Tables 6.3.1 to record the above required information.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 6.3.1 Overall Assessment Schedule  Assessment Cycle Duration: \_\_\_ Years; From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ To: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
|  | First Year in Cycle | | Second Year in Cycle | | Third Year in Cycle | |
|  | Fall Semester | Spring Semester | Fall Semester | Spring Semester | Fall Semester | Spring Semester |
| PLO 1 |  |  |  |  |  |  |
| PLO 2 |  |  |  |  |  |  |
| PLO 3 |  |  |  |  |  |  |
| PLO 4 |  |  |  |  |  |  |
| PLO 5 |  |  |  |  |  |  |
| PLO 6 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Detailed Assessment Schedule | | | | | | |
| SLO | Student Learning Outcome Statement | Assessment Method | Assessment Tool | Context for Assessment\* | Assessment Date | Person Responsible for Data Collection |
| SLO1 |  | Direct |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| SLO2 |  | Direct |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |

### Assessment Review and Development

Describe the processes for using assessment results to inform program and course review and development. Indicate the involvement of external stakeholders and students.

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### Commentary

Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 6: Assessment of Student Performance.

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## **SECTION 7** **evaluation**



### Course Evaluation of Teaching, Learning and Assessment

Describe the processes used to evaluate aspects of teaching, learning and assessment from multiple perspectives including, for example students, recent graduates, faculty, and key external stakeholders.

Describe the evaluation approaches and tools (e.g. evaluation questionnaires, focus groups etc.), how and when the data are collected, analysed, and how results are used to inform further review and development.

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### Results of Evaluation

Provide a narrative of the key findings of recent evaluations from these multiple perspectives.

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Complete the following, giving the most recent mean ratings for each of the criteria included in the QU student questionnaire.

|  |  |
| --- | --- |
| Criteria | Mean rating (scale range of ……) |
| Course materials were well prepared covering topics listed in the syllabus |  |
| It was clear how course topics fitted into the course as a whole |  |
| Course lectures were well structured and planned |  |
| I clearly understood the learning outcomes expected from this course |  |
| Class attendance was beneficial to my understanding of the course topics |  |
| Course topics and material were clearly explained during class |  |
| Course content delivery and teaching methods generated my enthusiasm for learning the subject matter |  |
| I learned important things in this course |  |
| My interest in the subject matter has increased after taking this course |  |
| Examinations and assignments covered the main topics of the course |  |
| Feedback/comments received on graded material was useful and valuable |  |
| Evaluation criteria used in assessing student work were clear |  |
| Exams/assignments required thinking and/or analysis beyond memorization |  |
| A variety of activities were used in class to engage students and promote learning |  |
| My understanding was aided by practical examples and illustrations given in class |  |
| Students were encouraged to do some independent study or to explore different viewpoints |  |
| Educational technology was used effectively to promote learning |  |

### Evaluation of Research Outcome and Student Accomplishments

Briefly describe the processes and criteria used in evaluating the quality of the research outcome and student accomplishments. Provide information on the overall research output and scholarly work produced by faculty and students.

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### Assessment and Evaluation of Program Operational Objectives

Briefly describe the assessment and evaluation processes that the program uses to determine the level of attainment of the program operational objectives and associated key performance indicators and to evaluate their achievement against the stated specific targets.

Describe in details how they are assessed by providing a detailed assessment plan including the following:

* + Detailed and specific measures used in evaluating achievement
  + Detailed assessment and data collection timelines
  + Assigned responsibilities for assessment, data collection, and data analysis and reporting.
  + A matrix mapping objectives to assessment methods and tools

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In addition to the narrative part, use Table 7.4.1 to record some of the above required information. >>

Table 7.4.1 Operational Objectives Assessment Details

|  |  |  |
| --- | --- | --- |
| Operational Objective | Assessment Measure(s) | Target(s) |
|  |  |  |
|  |  |
|  |  |
|  |  |  |
|  |  |
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### Operational Objectives Assessment Results and Findings

<< Briefly present the assessment results and describe the level of achievement of each operational objective. Discuss the results and present findings and recommendations and briefly describe the process by which the program uses assessment results to identify program improvement actions. >>

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### Commentary

Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 7: Evaluation.

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## **SECTION 8** **faculty, staff and adjunct faculty**



### Faculty Roles and Responsibilities

<< Describe the roles and responsibilities of faculty. In particular, describe the role played by the program faculty with respect to the program curriculum including course creation, modification, and evaluation. Describe the roles played by others, e.g., Dean’s Office, Office of the Vice President of Academic Affairs, with respect to these areas. >>

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### Faculty and Staff Composition

<< Please provide data for the program Faculty and Staff. Please use Table 8.2.1 to record the required information. Please provide in Table 8.2.2 data on Faculty on Graduate Status and with Supervisory status.>>

Table 8.2.1 Faculty and Staff Member Composition

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Data as of: Fall 20?? | **HEAD COUNT** | | | **FTE** | **RATIO TO FACULTY** |
| **Full Time** | **Part Time** | |
| Joint Position  (Faculty/Administrative) | - | | - | - |  |
| Faculty  (Indefinite Duration Contract - IDC -) | - | | - | - |  |
| Faculty  (Regular / Rolling Contract - RC -) | - | | - | - |  |
| Faculty (Chair Position – CP ) | - | | - | - |  |
| Administrative & Support | - | | - | - | - |
| Others | - | | - | - | - |
| Graduate Student enrolment | - | | - | - | - |
| Number of Graduates | - | | - | - | - |

* Data on this table should be for the Fall term immediately preceding the Academic Program Review.
* For faculty members, 1 FTE equals the full-time load of 18 semester credit-hours per academic year.
* For lecturers, 1 FTE equals 36 semester credit-hours per academic year.
* Divide FTE in each category by total FTE Faculty (IDC, RC, and CP). Do not include administrative FTE.
* Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category. That is, they should be included in the head count of both categories, but the FTE should be distributed among both categories based on university rules and regulation and if not applicable, based on the fraction of the appointment assigned to each category.

Table 8.2.2 Graduate Faculty and Faculty with Supervisory Status

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Total Nb. of Faculty on Graduate Faculty Status | | Total Nb. of Faculty on Graduate Faculty List with Supervisory Status | |
| Headcount | FTE | Headcount | FTE |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Faculty Size

<< Briefly describe the process used in identifying the number and qualifications of faculty, academic staff, and other technical staff needed to support the program.

Discuss the adequacy of the size of faculty and whether it meets the needs of the program and the various fields of specialization in the discipline. If not, please explain how the program could meet these needs and what additional resources are needed. >>

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### Faculty Credentials

Complete the following table for all faculty involved in the program, including lecturers and teaching assistants.

Provide the resume of each faculty member (Appendix 2).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty member | Rank | Highest degree  earned | Field of  highest degree | FTE involved in the program\* |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |
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|  |  |  |  |  |

### Student Faculty Ratio

State the student faculty ratio and how this aligns to accreditation requirements, if relevant.

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|  |

### Staff Credentials

Complete the following table for all staff involved in supporting the program.

|  |  |
| --- | --- |
| Staff member | Position |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Faculty

Briefly describe the process used in identifying the number and qualifications of faculty and staff needed to support the program. Comment on the adequacy of the size of faculty and whether it meets the needs of the program and the various fields of specialization in the discipline.

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### Faculty Contribution to Research and Other Scholarly and Creative Activities

Provide data on the number of papers, books and book chapters published for the past three years. Please provide data for the program Faculty contribution to research for the past three years. Please use the following table to record the required information. Please also provide information and data per faculty on faculty scholarly and creative activities.

Table 8.8.1 Faculty Research Interests and Publications

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Member Name | Rank | Research Interests | Number of Publications | | | | |
| Date | Books | Journals | Refereed Conferences | Others |
|  |  |  | Current Year -1 |  |  |  |  |
| Current Year -2 |  |  |  |  |
| Current Year -3 |  |  |  |  |
|  |  |  | Current Year -1 |  |  |  |  |
| Current Year -2 |  |  |  |  |
| Current Year -3 |  |  |  |  |
|  |  |  | Current Year -1 |  |  |  |  |
| Current Year -2 |  |  |  |  |
| Current Year -3 |  |  |  |  |
|  |  |  | Current Year -1 |  |  |  |  |
| Current Year -2 |  |  |  |  |
| Current Year -3 |  |  |  |  |
|  |  |  | Current Year -1 |  |  |  |  |
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| Current Year -3 |  |  |  |  |
|  |  |  | Current Year -1 |  |  |  |  |
| Current Year -2 |  |  |  |  |
| Current Year -3 |  |  |  |  |

### Faculty Workload and Graduate Student Supervision

<< Please use the table below to record data about graduate student supervision for each faculty member. >>

Provide data on graduate student supervision for each faculty member undertaken in the past five years either at Qatar University or any other institution.

Table 8.9.1 Student Supervision

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Member Name | Completed Student Supervision  (within past five years) | | | Student Supervision In Progress | | |
| Master Project | Master Thesis | Doctoral Thesis | Master Project | Master Thesis | Doctoral Thesis |
|  |  |  |  |  |  |  |
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Please provide workload data for the program Faculty and Lecturers for the last academic year including a clear distribution in percentage of their workload on teaching, research, service and other activities including professional development. Please use the following table to record the required information.

Table 8.9.2 Faculty Workload

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Member Name | FT or PT | Classes Taught | | | Number of Advisees/ supervised students | Total Activity Distribution | | | |
| Course Id | CH | Semester | Teaching | Research | Service | Other |
|  |  |  |  |  |  |  |  |  |  |
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### Faculty Grants and Awards

<< Please provide data on Grants and Awards per Faculty affiliated with and/or contributing to the program the program for the past three years. Please use the following table to record the required information. >>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Faculty Member Name | Grant Title | Awarding Institution | Type of Participation (Lead Pi, PI etc.) | Grant Date | Amount & Duration |
|  |  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Faculty Member Name | Type of Award | Received From | Award Date | Award Additional Details |
|  |  |  |  |  |
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### Faculty Evaluation

<<Briefly describe the processes for evaluating the performance of each faculty member, including evaluation criteria.>>

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### Faculty Development

<< Briefly describe the processes for faculty development, how this is planned, implemented and reviewed. Briefly describe the approach to mentoring, supporting and developing new faculty.

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### Faculty Promotion

<< Please provide data on Faculty promotion for the past three years, for Faculty affiliated with the program. Please provide data on both faculty application for promotion and outcome of faculty promotion application. Please use the following table to record the required information. >>

Table 8.9.1 Faculty Promotion Application

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Faculty Member Name | Rank | Total Number of Years in Current Rank | Total Number of Years at QU | Applied for promotion in the last five (5) years  ( Yes /No ) | Date of Last Promotion at QU |
|  |  |  |  |  |  |
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### Adjunct/ Honorary/ Visiting Faculty

Briefly describe the processes for appointing, supporting, developing and evaluating adjunct/ honorary/ visiting faculty.

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### Adjunct Faculty Credentials

Complete the following table for all adjunct/ honorary/ visiting faculty involved in the program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Adjunct Faculty Member | Rank | Employing Establishment | Highest Degree  Earned | Field of  Highest Degree |
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### Commentary

Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 8: Faculty, Staff and Adjunct Faculty.

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## **SECTION 9 Resources, facilities ,equipment AND COST**



### Instructional Resources

List existing instructional resources currently available to the program particularly major computing resources including available hardware and software packages.

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### Library and Literature Resources

List major library and literature resources currently available to the program.

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### Facilities and Equipment

List existing major facilities and equipment currently available for use by students, including laboratories and classrooms. Please indicate the availability of physical and/or virtual access to facilities outside QU, if applicable.

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### Space

Provide information on the office, laboratory and general space (including research) available for students; and availability of common/meeting rooms for students.

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### Commentary

Briefly describe any key strengths, areas of good practice or areas for improvement related to Section 9: Resources, facilities and equipment.

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* 1. **Personnel Related Costs**

<< Please provide detailed personnel related cost for the program, for the previous and current fiscal years. Please use the following table to record the required information. >>

Table 9.6.1 Personnel Cost Generated by the Program

|  |  |  |
| --- | --- | --- |
| Personnel Cost Item | Previous Year | Current Year |
| Faculty (all ranks: Full Professor, Associate Professor and Assistant Professor) | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Lecturer | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Administrative & Support | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Others | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Total: | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |

* 1. **Operational Costs**

Identify operational costs generated by the program for the previous and current fiscal years. Provide a detailed list of these costs by completing Table 9.7.a Table 9.7.2 identifies the most common operational cost items; If other cost items are applicable to the program they should be listed in the table as well. >>

Table 9.7. Operational Cost Generated by the Program

| Operational Cost Item | Previous Year | Current Year |
| --- | --- | --- |
| One-Time non Recurrent Costs | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Computer and Accessories | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Software | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Fairs and Exhibitions | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Advertising, Publication & Printing | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Communication & Utilities | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Freight & Mail | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Conferences & Training | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Hospitality | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Library Books and Journals | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Books and Subscriptions | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Illustrative & Educational Equipment | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Laboratory Equipment | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Office Equipment | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Supplies | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Materials | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Furniture and Fixtures | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Maintenance | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Total: | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |

* 1. **Sources of Funding**

<< Please provide details on the revenues generated by the program including student tuition revenues as well as other sources of revenues, if applicable, for the previous and current fiscal years. Please use the following table to record the required data. >>

Table Revenues Generated by the Program

|  |  |  |
| --- | --- | --- |
| Revenue Item | Previous Year | Current Year |
| Student Fees | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Research Grants | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |
| Total: | QR \_\_\_\_\_\_\_ | QR \_\_\_\_\_\_\_ |

* 1. **Financial Support**

<< Please identify financial support to the program and graduate students. >>

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* 1. **Other Support Areas**

<< Please indicate any form of support for the program, including support to facilitate graduate research and training activities. >>

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## **SECTION 10** **OVERALL PROGRAM ANALYSIS AND VISION FOR THE FUTURE**

The purpose of this analysis is to assess the current internal and external environment, and explore opportunities to better position the program in future.

2. 1. **SWOT Analysis**

Describe the process adopted in conducting a SWOT (strengths, weaknesses, opportunities, threats) analysis. Include details of

* When the SWOT took place
* Who was involved (students, recent graduates, alumni, faculty, external stakeholders, expert reviewers etc.)
* How data were collected and analysed
* Reporting process.

In conducting the SWOT analysis, attention should be paid to

* All sections of this self-study report (program mission, educational objectives, educational objectives, program (student) learning outcomes, curriculum, program development and review, assessment, evaluation, faculty, facilities etc.)
* University strategy and needs (how the program academically complements and supports other existing programs and/or advances the study of the subject area and/or contributes to the university mission and goals)
* Market and country needs (employers’ need for graduates from the program, how graduates from the program contribute to the social and/or economic development of the country)
* Employer demand (labor market analysis (local, regional, and international), and future workforce projections)
* Student demand (current enrolment data, and future enrolment projections for the program at well as for other similar programs offered at other educational institutions in the country and/or the region)
* Internal and external challenges, such as recruitment and financing
* Demonstrate that challenges have been considered and an attempt to mitigate any detrimental impact
* Demonstrate that strengths have been leveraged in the form of opportunities
* Etc.

Give the key findings of the SWOT analysis and how these will be used in program review and development.

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* 1. **Program Priorities for the future Analysis**

Describe the key program priorities for the next three to five years.

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* 1. **Program Strategic Plan**

Complete the following table describing the program strategic plan for the next three to five years, aligned to the university strategy.

|  |  |  |  |
| --- | --- | --- | --- |
| QU Goal | Strategic objective | Strategic initiative | Operational initiative |
|  |  |  |  |
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* 1. **Summary**

Provide a short summary of the future vision for the program.

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* 1. **Conclusion**

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## **APPENDIX 1 – BANNER INFORMATION & MASTER SYLLABUS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Number | | | Click or tap here to enter text. | | | Course Title (Arabic) | | | | | | Click or tap here to enter text. | | | | | |
| Course Title (English) | | | | | | Click or tap here to enter text. | | | | | |
| Optional Section if Original Course Title exceeds 30 Characters.  Course title to be displayed on Banner | | | Click or tap here to enter text. | | | Language of Instruction | | | | | | Arabic  English  Both | | | | | |
| Course Designation | | | Choose an item. | | | Course Term Offering | | | | | | Fall  Spring | | | | | |
| Course Level | | | Choose an item. | | | Grade Mode | | | | | | Choose an item. | | | | | |
| Number of Credit Hours | | | Click or tap here to enter text. | | | Number of Contact Hours | | | | | | Choose an item. | | | Choose an item. | | |
| Please insert number | | | Please insert number | | |
| Course Package (English) | | | Choose an item. | | | New course (not existing in Banner)? | | | | | | Yes  No | | | | | |
| Required | | | Yes  No | | | Elective | | | | | | Yes  No | | | | | |
| Course Prerequisites | | | Click or tap here to enter text. | | | Course Co-requisites | | | | | | Click or tap here to enter text. | | | | | |
| Catalog Description  *(50-80 words)* | | | English  Click or tap here to enter text. | | | | | | | | | | | | | | |
| Arabic  Click or tap here to enter text. | | | | | | | | | | | | | | |
| Registration Restrictions[[6]](#footnote-6) | | | | | | | | | | | | | | | | | |
| College | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Major | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Level | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Campus | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Class | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Degree | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Program | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Course Objectives | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Course Learning Outcomes | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Map the course learning outcomes (CLOs) to the program learning outcomes (PLOs) indicating the level of achievement as Introduced (I), Developed (D), Mastered (M) | | | CLO | | | | | | | PLO (inc. mastery level) | | | | | | | |
|  | | | | | | |  | | | | | | | |
| Mapping of assessment methods  to course learning outcomes | | | Assessment Method | | | | | | | CLO | | | | | | | |
| e.g. Final exam  Click or tap here to enter text. | | | | | | | e.g. CLO 1-3  Click or tap here to enter text. | | | | | | | |
| Principal topics covered | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| Textbooks(s) | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| References | | | Click or tap here to enter text. | | | | | | | | | | | | | | |
| **Education Excellence Themes** | | | | | | | | | | | | | | | | | |
| Please choose the appropriate themes and demonstrate their adoption/implementation by quoting (using double quotes) the exact phrases used to indicate their adoption in the text of (the course description, the course objectives, or proposed course learning outcomes). \*The themes “Digitally Enriched” and “Learner-Centric” are to be included in all courses. In addition, another prioritized theme out of the three remaining themes is to be chosen based on the discipline and course level. | | | | | | | | | | | | | | | | | |
| **Themes**  **المحاور** | | **Implemented**  **تم تنفيذ المحور** | | **Teaching Methods**  **طرق التدريس** | | | **Course Learning Outcomes**  **مخرجات التعلم للمقرر** | | | | | | | | | | |
| Digitally Enriched\*  التعليم المعزز بالرقمنة | | Yes  No | | Click or tap here to enter text. | | | Click or tap here to enter text. | | | | | | | | | | |
| Learner-Centric\*  التعليم المتمركز حول المتعلم | | Yes  No | | Click or tap here to enter text. | | | Click or tap here to enter text. | | | | | | | | | | |
| Experiential  التعليم التجريبي | | Yes  No | | Click or tap here to enter text. | | | Click or tap here to enter text. | | | | | | | | | | |
| Entrepreneurial  التعليم الريادي | | Yes  No | | Click or tap here to enter text. | | | Click or tap here to enter text. | | | | | | | | | | |
| Research-Informed  التعليم القائم على البحث العلمي | | Yes  No | | Click or tap here to enter text. | | | Click or tap here to enter text. | | | | | | | | | | |
| **Graduate Attributes سمات الخريجين** | | | | | | | | | | | | | | | | | |
| **Graduate Attributes**  **سمات الخريجين** | **Supporting Competencies**  **الكفايات الداعمة** | | | | **Course Learning Outcomes (CLOs**  **مخرجات التعلم للمقرر** | | | | | | | | | | | | |
| **CLO1** | | | **CLO2** | **CLO3** | | **CLO4** | | **CLO5** | **CLO6** | | **CLO7** | **CLO8** |
| A1: Competent  A 1: الكفاءة | C1: Subject‐matter mastery  C1: إتقان الموضوع والمادة | | | |  | | |  |  | |  | |  |  | |  |  |
| C2: Critical‐thinking skills  C2: مهارات التفكير الناقد | | | |  | | |  |  | |  | |  |  | |  |  |
| C3: Problem‐solving skills  C3: مهارات حل المسائل | | | |  | | |  |  | |  | |  |  | |  |  |
| C4: Research, and Novel and Adaptive Thinking  C4: البحث والتفكير الإبداعي والتكيفي | | | |  | | |  |  | |  | |  |  | |  |  |
| A2: Life‐long Learner A2 : التعلم مدى الحياة | C5: Self-awareness  C5: الوعي الذاتي | | | |  | | |  |  | |  | |  |  | |  |  |
| C6: Adaptability  C6: القدرة على التكيف | | | |  | | |  |  | |  | |  |  | |  |  |
| C7: Adaptive Thinking  C7: التفكير التكيفي | | | |  | | |  |  | |  | |  |  | |  |  |
| C8: Desire for life-long learning  C8: الرغبة في التعلم مدى الحياة | | | |  | | |  |  | |  | |  |  | |  |  |
| A3: Well Rounded  A3 : الإلمام | C9: Cultured  C9: الثقافة | | | |  | | |  |  | |  | |  |  | |  |  |
| C10: Effective communication skills  C10 مهارات التواصل الفعالة | | | |  | | |  |  | |  | |  |  | |  |  |
| C11: Awareness of local and international issues  C11: الوعي بالقضايا المحلية والدولية | | | |  | | |  |  | |  | |  |  | |  |  |
| A4: Ethically and Socially Responsible  A4 : المسؤولية الأخلاقية والاجتماعية | C12: Embody the Arabic‐Islamic identity  C12: تجسيد الهوية العربية الإسلامية | | | |  | | |  |  | |  | |  |  | |  |  |
| C13: Embrace diversity  C13 : تقبل التنوع | | | |  | | |  |  | |  | |  |  | |  |  |
| C14: Professional and ethical conduct  C14: السلوك المهني والأخلاقي | | | |  | | |  |  | |  | |  |  | |  |  |
| C15: Civically engaged  C15 : المشاركة المدنية | | | |  | | |  |  | |  | |  |  | |  |  |
| C16: Community and Global Engagement  C16 : المشاركة المجتمعية والعالمية | | | |  | | |  |  | |  | |  |  | |  |  |
| A5: Entrepreneurial A5 : التفكير الريادي | C17: Creativity and innovation  C17:الإبداع والابتكار | | | |  | | |  |  | |  | |  |  | |  |  |
| C18: Collaborative  C18: التعاون | | | |  | | |  |  | |  | |  |  | |  |  |
| C19: Management  C19:الإدارة | | | |  | | |  |  | |  | |  |  | |  |  |
| C20: Interpersonal  C20: مهارات التعامل مع الآخرين | | | |  | | |  |  | |  | |  |  | |  |  |
| C21: Leadership  C21: القيادة | | | |  | | |  |  | |  | |  |  | |  |  |

## **cid:image002.jpg@01D55746.432AE6F0Appendix 2 – faculty resume**

|  |  |
| --- | --- |
| NAME |  |
| Rank |  |
| Academic qualifications, institution, year |  |
| Date of initial appointment |  |
| Area of specialty |  |
| Academic and other related experience |  |
| List of Courses Taught in the Past Three Years |  |
| Principal Publications from the Past Five Years |  |
| Professional Activities and Awards |  |
| Institutional Service for the Past Five Years |  |

1. << Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or comparability of length with similar programs. Discuss how the proposed curriculum structure ensures proper levels of breadth, depth, theory and practice appropriate to the discipline and to the level of the degree.>> [↑](#footnote-ref-1)
2. Align these to accreditation standards, where relevant [↑](#footnote-ref-2)
3. Co-education, joint, dual degree, professional degree [↑](#footnote-ref-3)
4. Full-time, part-time, on-campus, off-campus, online courses, hybrid courses etc. [↑](#footnote-ref-4)
5. << Provide name and contact details of the person who will be able to provide additional details if needed and answer to inquiries related to this self -study report. >> [↑](#footnote-ref-5)
6. College Restriction: DM- Dental Medicine, HS- Health Sciences, MD- Medicine, RX- Pharmacy

   Department Restriction: DEMD-Dental Medicine, HLTH- Health Sciences, NUTR- Human Nutrition, BIOM-Biomedical Sciences, PUBH- Public Health, PTRS- Physical Therapy & Rehabilitation Sciences, PHAR-Pharmacy, MEDC- Medicine

   Field of Study: major, minor or concentration

   Program: to allow specific program students to register in the course i.e. Biomedical Sciences, Doctor of Dental Medicine, Doctor of Medicine Health Sciences, Human Nutrition, , Pharmacy, Physical Therapy, Public Health

   Degree: certain degree holders can register (BA-Bachelor, MA-Master, DR- Doctor of Pharmacy, DC- PhD, HD- Higher Diploma, CT- Certificate, DIP- Diploma)

   Level: FN- Foundation, UG- Undergraduate, CR- Certificate, BR- Master Bridge, MA- Masters, DR- PharmD, DC- Doctorate- PhD

   Class: students with total credit hours achieved i.e. Freshman 0-9cr, Sophomore 30-44cr, Sophomore 45-59cr, Junior 60-74cr, Junior 75-89cr, Senior ≥90cr, Earned (0-14cr, 15-29cr, 90-140cr, 105-119cr, 120-134cr, 135-149cr, 150-164cr, 165-179cr, 180-194cr, ≥195cr), Early Condition Class, Honor Program Class, Certificate, Diploma, Foundations, Master

   Campus: Male or Female, no need to add a campus restriction if the course is offered to both males and females [↑](#footnote-ref-6)