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**Self-study report**

**GraduAte programs**

|  |
| --- |
| **PROGRAM INFORMATION** |
| Program |  |
| College |  | Department |  |
| Date of submission to the Office of Graduate Studies |  |

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## SECTION 1 BACKGROUND INFORMATION

### General Program Information

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

### Self- study report committee

List chairperson details

|  |  |
| --- | --- |
| Chairperson Name  |  |
| Chairperson Contact Details |  |

List committee member’s details

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

Briefly describe how this self-study report was developed, outlining the involvement of external stakeholders and students, and how their input was gathered

|  |
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|  |

### Introduction to Qatar University

|  |
| --- |
| Qatar University (QU) was established in 1977. As the national and major institution of higher education in Qatar, QU is committed to offering high quality education that meets international standards and best practices. Qatar University hosts ten colleges namely: College of Arts and Sciences; College of Business and Economics; College of Dental Medicine; College of Education; College of Engineering; College of Health Sciences; College of Law; College of Medicine; College of Pharmacy; and College of Sharia and Islamic Studies. QU vision To be regionally recognized for distinctive excellence in education and research, an institution of choice for students and scholars and a catalyst for the sustainable socio-economic development of Qatar. QU mission Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.More information about the university can be found at <http://www.qu.edu.qa/> |

### Program Organizational Structure

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)

|  |  |
| --- | --- |
| Name | Role |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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.

### Program Continuous Improvement

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

|  |
| --- |
|  |

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

Please indicate if there are any form of 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. Please elaborate on how other programs and internal stakeholders contribute to the program’s research priorities and activities.

### Program External Stakeholders and Advisors

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.

|  |
| --- |
|  |

### 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.

|  |
| --- |
|  |

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

1.

### 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.

|  |
| --- |
|  |

Describe actions taken to address any recommendations etc., including the implementation dates and any impact, where relevant.

|  |  |  |
| --- | --- | --- |
| 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.

|  |
| --- |
|  |

Describe actions taken to address any issues, including the implementation dates and any impact, where relevant.

|  |  |  |
| --- | --- | --- |
| 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

1.

### Program Promotion and Prospective Student Outreach

Briefly describe the approach taken for program promotion and prospective student outreach activities, materials 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.

|  |
| --- |
|  |

### 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 - 1) |  |  |  |  |
| Year(current - 2) |  |  |  |  |
| Year(current - 3) |  |  |  |  |
| Year(current - 4) |  |  |  |  |

### Student Retention

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

|  |
| --- |
|  |

Provide 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 |
| No. | % | No. | % | No. | % | No. | % |
| Year(current) |  |  |  |  |  |  |  |  |  |
| Year(current - 1) |  |  |  |  |  |  |  |  |  |
| Year(current - 2) |  |  |  |  |  |  |  |  |  |
| Year(current - 3) |  |  |  |  |  |  |  |  |  |
| Year(current - 4) |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Cohort Year | Number of StudentAcademic Dismissal | Number of StudentNon-Academic Dismissal | Number of Students under Probation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Graduation Trends and Employability

Summarize graduate destination for the last five graduated cohorts.

|  |
| --- |
|  |

### Students Graduation Statistics

Give 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.

|  |
| --- |
|  |

### Thesis/Project Selection and Supervision

Please describe the process adopted by the program for thesis/project selection and supervision. Please 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 graduate research and training activities for graduate students.

|  |
| --- |
|  |

### Commentary

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

|  |
| --- |
|  |

## SECTION 4 Program description

1.

### Program Specification

Provide the program specification using the template provided in Appendix 1.

### Mission Statement

State the program, department and college missionstatement(s) and where these are published (e.g. webpage, student handbook etc.)

|  |
| --- |
|  |

### Program Operational Objectives

State the program operational objectives.

|  |
| --- |
|   |

### Program Educational Objectives

State the program educational objectives.

|  |
| --- |
|  |

### Program Learning Outcomes

State the program learning outcomes.

|  |
| --- |
|  |

### 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.

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

### Curriculum Description

Give the program curriculum structure.

|  |  |  |
| --- | --- | --- |
| Curriculum Component | Number of courses | Total number of credit hours |
| Major Required Courses  |  |  |
| Major Elective Courses |  |  |
| Concentration Required Courses |  |  |
| Concentration Elective Courses |  |  |
| Thesis or Project  | Thesis Option |  |  |
| Project Option |  |  |
| **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 2.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Mapping of the Curriculum to Accreditation Requirements

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

|  |
| --- |
|  |

### Study Plan

Provide the program study plan using the following table.

|  |  |
| --- | --- |
| **FIRST YEAR ([ ] credit hours)** | **SECOND YEAR ([ ] credit hours)** |
| **Fall Semester** | **Fall Semester** |
| Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites | Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Total Credit Hours in Semester |  | Total Credit Hours in Semester |  |
| **Spring Semester** | **Spring Semester** |
| Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites | Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Total Credit Hours in Semester |  | Total Credit Hours in Semester |  |
| **THIRD YEAR ([ ] credit hours)** | **FOURTH YEAR ([ ] credit hours)** |
| **Fall Semester** | **Fall Semester** |
| Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites | Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Total Credit Hours in Semester |  | Total Credit Hours in Semester |  |
| **Spring Semester** | **Spring Semester** |
| Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites | Course ID | Course Title | No. Credit Hours | No. Contact Hours | Prerequisites | Co-Requisites |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Total Credit Hours in Semester |  | Total Credit Hours in Semester |  |

## SECTION 5 Program Development and delivery

1.

### 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.

|  |
| --- |
|  |

### 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.

|  |
| --- |
|  |

### Class Sizes

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

|  |
| --- |
|  |

###  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.

|  |
| --- |
|  |

### Research Strategy

Describe the program strategy to ensure a high quality research and especially provide details on promotion of student engagement and contribution to research. Please emphasis on research-related student research opportunities (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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### 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

1.

### 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.

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| Overall Assessment ScheduleAssessment 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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|  |  |  |  |  |  |  |
| 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 |  |  |  |  |
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### 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

1.

### 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.

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| --- | --- |
| 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 |  |

### 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

1.

### 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 3). Please emphasize that the Graduate Faculty teaching and Supervising in the program have a Graduate Faculty Status.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty member | Rank | Highest degreeearned | Field ofhighest degree | FTE involved in the program\* |
|  |  |  |  |  |
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| \* including all teaching related activities. FTEs were calculated by dividing the total number of credit hours each faculty member taught in the MPH program by the total number of hours taught in the department.  |

### 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 |
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### 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.

|  |  |  |
| --- | --- | --- |
| Faculty Member Name | Number of papers | Number of books/ book chapters |
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Please use the table below to record data about graduate student supervision for each faculty member done within past five years either inside or outside Qatar University.

|  |  |  |
| --- | --- | --- |
| 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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### Faculty Grants and Awards

Provide data on grants and awards for the past three years

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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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### 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 DegreeEarned | Field ofHighest 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 and equipment

1.

### 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, general space and research space 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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## 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.

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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### Program Priorities for the future Analysis

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

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### 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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### Summary

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

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## cid:image002.jpg@01D55746.432AE6F0APPENDIX 1- PROGRAM SPECIFICATIONS

|  |  |
| --- | --- |
| **Version number** |  |
| * **Program Mission**
 |
|  |
| * **Accreditation body**
 |
|  |
| * **Career opportunities**
 |
|  |
| * **Educational objectives**
 |
|  |
| * **Learning outcomes**
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|  |
| * **Total credit and contact hours**
 |
|  |
| * **Admission requirements**
 |
|  |
| * **Declaring the major**
 |
|  |
| * **Degree requirements**
 |
|  |
| * **Progression requirements**
 |
|  |
| * **Approaches to teaching and learning**
 |
|  |
| * **Approaches to assessment**
 |
|  |

APPENDIX 2 –MASTER SYLLABUS

|  |
| --- |
| BANNER INFORMATION |
| Course ID |  | Course Version Number |  | Language of Instruction |  |
| Course Title (English) |  | Course Title (Arabic) |  |
| Course Title to appear in Banner (in English)*(must not exceed 30 characters)* |  | Course Title to appear in Banner (in Arabic)*(must not exceed 30 characters)* |  |
| Course catalogue description, *English and Arabic (50-80 words)* |
| English |
| Arabic |
| Credit Hours |  | Sequence Offering  | □ Fall □ Spring □ Fall & Spring |
| Lecture Contact Hours |  | Lab Contact Hours |  | Others (please specify) |  |
| Course Level | □ Undergraduate (UG) | □ Certificate (CR) | □ Diploma (DP) | □ Master (MA) | PharmD (DR) | □ PhD (DC) |
| Grade Mode | □ Standard letter grade (A-F) | □ Pass/ Fail |
| Course Designation(✓ one only) | □ Lecture (LC) | □ Laboratory (LB) | □ Lecture/lab  | □ Seminar (SM) |
| □ Thesis (TH) | □ Senior Project (SP) | □ Internship (IN) | □ Independent Study (IS) |
| □ Field Work (FW) | □ Preceptorship (PR) | □ Clinical Practice (CL) | □ Practicum and Student Teaching (ST) |
| List any ‘include’ or ‘exclude’ registration restrictions  | Include | Exclude |
| College |  |  |
| Major |  |  |
| Level |  |  |
| Campus |  |  |
| Class |  |  |
| Degree |  |  |
| Program |  |  |
| List course prerequisites, co-requisites and equivalencies  |
| Prerequisite | Co-Requisites | Equivalencies  |
|  |  |  |
| **ADDITIONAL INFORMATION**  |
| Course Learning Objectives | 1.2.3.4.5. |
| Course Learning Outcomes | 1.2.3.4.5. |
| Mapping of course to Program Learning Outcomes (✓)  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
|  |  |  |  |  |  |
| Mapping of assessment plan to course learning outcomes (✓) |  CLOAssessment Method  | CLO1 | CLO2 | CLO3 | CLO4 | CLO5 | CLO6 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Principal topics covered |  |
| Textbooks(s) | 1.2. |
| References | 1.2. |

|  |
| --- |
| **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. |
| Experientialالتعليم 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-Informedالتعليم 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: CompetentA 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-awarenessC5: الوعي الذاتي |  |  |  |  |  |  |  |  |
| C6: AdaptabilityC6: القدرة على التكيف |  |  |  |  |  |  |  |  |
| C7: Adaptive ThinkingC7: التفكير التكيفي |  |  |  |  |  |  |  |  |
| C8: Desire for life-long learningC8: الرغبة في التعلم مدى الحياة |  |  |  |  |  |  |  |  |
| A3: Well Rounded A3 : الإلمام  | C9: CultureC9: 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 EngagementC16 : المشاركة المجتمعية والعالمية |  |  |  |  |  |  |  |  |
| A5: Entrepreneurial A5 : التفكير الريادي | C17: Creativity and innovationC17:الإبداع والابتكار |  |  |  |  |  |  |  |  |
| C18: CollaborativeC18: التعاون |  |  |  |  |  |  |  |  |
| C19: ManagementC19:الإدارة |  |  |  |  |  |  |  |  |
| C20: Interpersonal C20: مهارات التعامل مع الآخرين |  |  |  |  |  |  |  |  |
| C21: LeadershipC21: القيادة |  |  |  |  |  |  |  |  |

## cid:image002.jpg@01D55746.432AE6F0Appendix 3 – 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. Align these to accreditation standards, where relevant [↑](#footnote-ref-1)
2. Co-education, joint, dual degree, professional degree [↑](#footnote-ref-2)
3. Full-time, part-time, on-campus, off-campus, online courses, hybrid courses etc. [↑](#footnote-ref-3)