

**Attachment 2 (a)**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Program Specifications  
(PS)**

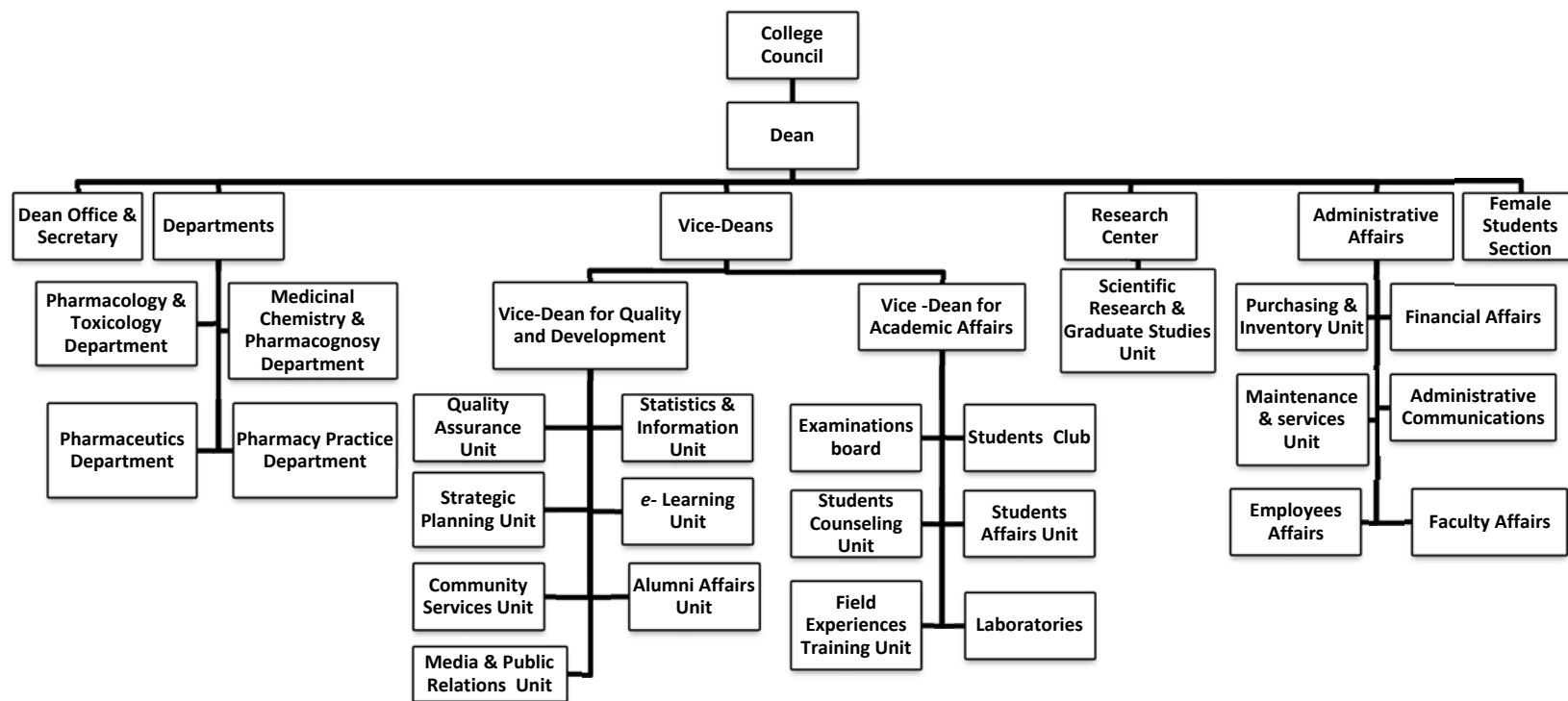
## National Commission for Academic Accreditation & Assessment

### Program Specifications

*For guidance on the completion of this template, please refer to NCAAA guidebooks.*

1. Institution: - <b>Qassim University,</b>	Date of Report: - <b>10th May 2014</b>
2. College/Department: - <b>College of Pharmacy</b>	
3. Dean: - <b>Dr Mansour Al-sharidah</b>	

4. Program administrative flowchart: -



5. List all branches/locations offering this program

Branch/Location 1. Main Campus: - **Male Section at Mulaida**

Branch/Location 2. Main Campus: - **Female Section at Mulaida**

#### **A. Program Identification and General Information**

1. Program title: - **Pharm D**

Code: **PHR 37**

2. Total credit hours needed for completion of the program: - **165 hours**

3. Award granted on completion of the program: - **Doctor of Pharmacy**

4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)

**Not Applicable**

5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program)

**Not Applicable**

6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)

- ✓ **Hospital Pharmacist**
- ✓ **Community Pharmacist**
- ✓ **Drug and Poison Information Center**
- ✓ **Research facilities**
- ✓ **Academia**
- ✓ **Regulatory Affairs**
- ✓ **Pharmaceutical companies**
- ✓ **Pharmaceutical industries**

7. (a) New Program

**No**

Planned starting date

**Not Applicable**

(b) Continuing Program

**Yes**

Year of most recent major program review

**2015**

Organization involved in recent major review:

- **Independent internal reviewer** (within the institution): by **Deanship for quality assurance and accreditation, Qassim University.**
- **External reviewer:** by **American College of Clinical Pharmacy**

8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both.  
**Dr. Mansour Alsharidah**

9. Date of approval by the authorized body (MOHE for private institutions and Council of Higher Education for public institutions).

Campus Branch/Location	Approval By	Date
Main Campus:		
1 Mulaida	<b>Council for higher education</b>	<b>2006</b>

## B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

**Transformation of health care system to deliver more safe and cost effective health services mandate pharmacists to acquire specific knowledge and skills, namely pharmacist with pharm D degree. There is a large treasure of literature that supports the respected role of pharmacists with such degree in refining patient care, preventing drug adverse events, and decreasing health expenditure. In addition, pharm D holders had demonstrated a positive impact on improving patient education and information of their health related quality of life, both at the individual and public levels. Moreover this program is considered to be the first and new program in Qassim region which will provide new types of service to Qassim community in terms of education, community service and research activities that will improve the area.**

b. Explain the relevance of the program to the mission and goals of the institution.

**The program is proposed to produce skilled and qualified clinical pharmacist of international standards who can in addition to being patient care oriented, provide community services and conduct research for improvement of the area.**

<p>2. Relationship (if any) to other programs offered by the institution/college/department.</p> <p>a. Does this program offer courses that students in other programs are required to take?</p> <p><input type="text" value="NA"/></p> <p>If yes, what has been done to make sure those courses meet the needs of students in the other programs?</p> <p>b. Does the program require students to take courses taught by other departments?</p> <p><input type="text" value="NA"/></p> <p>If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?</p>
<p>3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (E.g. Part time evening students, physical and academic disabilities, limited IT or language skills).</p> <p><input type="text" value="NA"/></p>
<p>4. What modifications or services are you providing for special needs applicants?</p> <p>NA</p>

### C. Mission, Goals and Objectives

<p>1. Program Mission Statement</p> <p><b>Provision of advanced and accredited pharmacy education to produce professionally qualified clinical pharmacists capable of conducting cutting-edge healthcare and applied research through collaboration with local, national, and international healthcare, pharmaceutical, and research institutions.</b></p>
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2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Goals and Objectives	Major Strategies	Measurable Indicators
<p><b>A. Educational Goals and Objectives:</b></p> <p><b><u>Goal 1:</u> To provide the basic principles and fundamentals of the profession of clinical pharmacy.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>To provide an understanding of the basic sciences used in clinical pharmacy</li> <li>To enable students to apply the principles of clinical pharmacy in pharmacy practice</li> <li>To develop students' ability to achieve and continuously update information in the field of clinical pharmacy</li> </ol> <p><b><u>Goal 2:</u> To develop essential skills such as teamwork, leadership, creative thinking, work ethics, and to provide instruction in how to responsibly and confidently make the correct decisions in the profession of clinical pharmacy.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>To develop skills of teamwork, leadership, creativity, and responsibility among students</li> <li>To provide standard guidelines on pharmacy law and ethics to students</li> </ol> <p><b><u>Goal 3:</u> To build intellectual and professional confidence in students to enable them to meet the current and future challenges in the field of pharmacy.</b></p>	<p>-the curriculum is updated every year</p> <p>-Hiring highly qualified teaching staff and faculty to teach and assist the students in achieving the intended learning outcomes</p> <p>-Collaboration with American College of Clinical Pharmacy (ACCP) to train the faculty members, participate in improvement of the academic program, provide training to the demonstrators</p> <p>-Collaboration with leading hospitals in Qassim and Riyadh to participate in delivering the program</p>	<p>-Percentage of students who have completed the first year successfully</p> <p>-Percentage of students in undergraduate programs who receive a degree in a minimum possible time</p> <p>-The percentage of college staff holding a doctorate degree</p> <p>-The extent of private sector participation in education programs / cooperative training in college</p> <p>-Percentage of graduate students entering employment in health care settings within 1 year</p> <p>- Numbers of graduates pursuing higher educational opportunities</p>

<p>Objectives</p> <ol style="list-style-type: none"> <li>1. To provide adequate intellectual and professional abilities to meet the challenges of today and of the future in the field</li> <li>2. To provide appropriate problem solving skills for making the right decision at the right time.</li> </ol> <p><b>Goal 4: To provide skills in information technology and written and spoken professional communication as well as numerical skills for the field of pharmacy.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. To provide sufficient knowledge concerning all types and tools of communication in healthcare</li> <li>2. To provide training in the use of various programs related to clinical pharmacy in the treatment of patients</li> </ol> <p><b>Goal 5: To train in new technologies to develop the knowledge and skills necessary for a clinical pharmacist.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. To place proper emphasis on program courses that develop student skills in diagnosis and treatment</li> <li>2. To prepare students to enable them to use current technology to meet future challenges in clinical pharmacy</li> </ol>		
<p><b>B. Research Goal and Objective:</b> <b>Goal 6: To train students to conduct distinguished scientific research in clinical pharmacy.</b></p>	<p>-Provide research facilities and encourage faculties to conduct researches related to the field of</p>	<p>-The number of research presented at academic conferences over the past year -The number of papers published in</p>



<p>Objectives</p> <p>1. To provide students with knowledge and skills necessary to conduct basic and applied pharmacy research that serves the profession of pharmacy and pharmacy practice</p>	<p>Pharmacy</p> <p>-Recruiting highly qualified and competent faculty</p>	<p>national/international journals during the past year as a proportion to faculty members.</p> <p>-Total number of participants from the college in seminars / conferences (national/ international)</p>
<p><b>C. Community services Goals and Objectives:</b></p> <p><b>Goal 7: To conduct community awareness programs on healthy lifestyle, use and misuse of medications.</b></p> <p>Objectives</p> <p>1. To provide students with knowledge and skills necessary to understand and meet the challenges of community service programs</p>	<p>Offering community services such as awareness programs, campaign and workshops for the general public</p>	<p>- The number of training / awareness programs offered by the college directly to the community</p> <p>- Ratio of full-time faculty and staff that are actively involved in community service activities</p> <p>- Inclusion of the participation of faculty members in community service as part of the evaluation process</p>

## D. Program Structure and Organization

### 1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

**Please refer to Student Guide and Program Handbook**

**Curriculum Study Plan Table**

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year Semester I					
1	ENGP001	English-1	Required	8	Preparatory College
2	CSP001	Computer science-1	Required	3	Do
3	EDP001	Thinking skills and learning	Required	2	Do
4	MTHP001	Maths-1	Required	3	Do
5	NSP001	Natural science-1	Required	2	Do
Prep Year Semester II					
1	ENGP002	English-2	Required	8	Do
2	CSP002	Computer science-2	Required	3	Do
3	MTHP002	Maths-2	Required	3	Do
4	NSP002	Natural science-2	Required	2	Do
1st Year Semester I					College of Pharmacy
1	101 ARAB	Arabic language skills	Required	2	Do
2	102 PHP	Medical terminology	Required	2	Do
3	135 MATH	Mathematics for pharmacy	Required	3	Do
4	106 BIOL	human biology	Required	4	Do

5	111 ANAT	Human anatomy & histology	Required	4	Do
6	103 PHC	Organic chemistry	Required	2	Do
1 <sup>st</sup> Year Semester II					
1	120 PHP	Introduction to pharmacy profession	Required	1	Do
2	101 IC	Introduction to Islamic culture	Required	2	Do
3	121 PHP	Biostatistics	Required	2	Do
4	122 PHC	Pharmaceutical organic chemistry	Required	4	Do
5	123 PHT	Pharmaceutical microbiology	Required	3	Do
6	124 PHC	Pharmaceutical analytical chemistry	Required	4	Do
2 <sup>nd</sup> Year Semester I					
1	210 PHG	Biochemistry-1	Required	2	Do
2	211 PHG	Physiology-1	Required	3	Do
3	212 PHT	Pharmaceutics-1	Required	3	Do
4	215 PHC	Pharmacognosy	Required	3	Do
5	216 PHP	Computer for health sciences	Required	2	Do
6	217 PHP	Pharmacy practice	Required	2	Do
7	218 PHG	General immunology	Required	2	Do
2 <sup>nd</sup> Year Semester II					
1	220 PHG	Biochemistry-2	Required	3	Do
2	222 PHG	Physiology-2	Required	2	Do
3	225 PHC	Medicinal chemistry-1	Required	3	Do
4	224 PHG	Pharmacology-1	Required	4	Do
5	225 PHG	Molecular pharmacology	Required	2	Do
6	223 PHT	Pharmaceutics-2	Required	3	Do
3 <sup>rd</sup> Year Semester I					
1	315 PHC	Medicinal chemistry-2	Required	3	Do
2	310 PHP	Pathophysiology-1	Required	2	Do
3	314 PHG	Pharmacology-2	Required	4	Do
4	315 PHG	Chemotherapy	Required	2	Do

5	316 PHC	Natural product chemistry	Required	3	Do
6	102 IC	Islam & constr of society	_	2	Do
3 <sup>rd</sup> Year Semester II					
1	327 PHC	Pharmacopeial analysis	Required	4	Do
2	320 PHC	Medicinal chemistry-3	Required	3	Do
3	322 PHP	Pathophysiology-2	Required	2	Do
4	323 PHT	Pharmaceutics-3	Required	3	Do
5	324 PHG	Pharmacolgy-3	Required	3	Do
6	325 PHP	Scientific writing & seminar-1	Required	1	Do
4 <sup>th</sup> Year Semester I					
1	330 PHP	Pharmacotherapy-1	Required	3	Do
2	334 PHG	Pharmacolgy-4	Required	2	Do
3	333 PHG	Toxicology	Required	2	Do
4	335 PHT	Pharmaceutical biotechnology	Required	2	Do
5	336 PHT	Basic pharmacokinetics	Required	2	Do
6	337 PHT	Dispensing of medication	Required	3	Do
7	332 PHC	Radio pharmacy	Required	1	Do
8	338 PHG	Pharmacogenomics	Required	2	Do
4 <sup>th</sup> Year Semester II					
1	345 PHT	Biopharmaceutics	Required	2	Do
2	342 PHP	Clinical communicaton skills	_	2	Do
3	341 PHP	Ethics in pharmacy	Required	2	Do
4	340 PHP	Pharmacotherapy-2	Required	3	Do
5	343 PHP	Drug and poison information sevice and litrature evaluation	Required	3	Do
6	346 PHP	Patient assessment & first aid	Required	1	Do
7	103 ARAB	expository writing		2	Do
8	344 PHT	Over the counter drugs	Required	2	Do

5 <sup>th</sup> Year Semester I					
1	410 PHP	Pharmacotherapy-3	Required	3	Do
2	411 PHP	Pharmacoeconomics & epidemiology	Required	3	Do
3	412	Pharmacy management	Required	2	Do
4	413 PHP	Evidence based medicine	Required	2	Do
5	414 PHP	Psychology and health	Required	2	Do
6	416 PHP	Applied pharmacokinetics	Required	2	Do
7	103 IC	The islamic economic system	-	2	Do
Semester II					
1	423 PHP	Clinical nutrition & IV. Adm	Required	3	Do
2	426 PHP	Pharmacy law	-	1	Do
3	421 PHP	Scientific writing & seminar-2	Required	2	Do
4	104 IC	Fundamentals of islamic political system	-	2	Do
5	424 PHG	Drug of abuse	Required	2	Do
6	420 PHG	Pharmacotherapy-4	Required	3	Do
7	425 PHP	Graduation project	Required	2	Do

## 2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

a. Brief description of field experience activity <ul style="list-style-type: none"> <li>• <b>Advanced Pharmacy Practice Experience (APPE) is defined as an experiential learning that integrates knowledge learned in the classroom with practical application and development of skills in a professional setting. The APPE is prepared to provide academically supervised clinical experiences which will give the interns a better knowledge of the most current and appropriate methods of collecting, evaluating and applying clinical information related to patients care.</b></li> </ul>
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester) <ul style="list-style-type: none"> <li>• <b>Internship starts once the student is successfully passing ten semesters of the college graduation requirements.</b></li> </ul>
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester) <ul style="list-style-type: none"> <li>• <b>A full one year training and the period lasts for 52 weeks.</b></li> </ul>
d. Number of credit hours (if any): <b>No credits</b>

### 3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
<p>a. Brief description</p> <p><b>A project course is offered as part of the graduation requirements. The project provides the students with the skills required to plan, conduct, analyze and present the findings of research in the field of Pharmacy.</b></p> <p><b>Course contents: -</b></p> <ul style="list-style-type: none"> <li>• Meeting with an advisor to select projects</li> <li>• Writing the research proposal</li> <li>• Research planning</li> <li>• Research conduction</li> <li>• Project report</li> <li>• Project presentation</li> </ul>
<p>b. List the major intended learning outcomes of the project or research task.</p> <p><b>At the end of graduation project, students should be able to: -</b></p> <ol style="list-style-type: none"> <li><b>1. Formulate a research problem and objectives</b></li> <li><b>2. Develop a research proposal</b></li> <li><b>3. Collect research data</b></li> <li><b>4. Analyze and interpret the research findings</b></li> <li><b>5. Use a range of software packages for statistical analysis and data management</b></li> <li><b>6. Write research report</b></li> <li><b>7. Present the research results</b></li> </ol>
<p>c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)</p> <p><b>Semester ten</b></p>
<p>d. Number of credit hours (if any): - <b>Two</b></p>
<p>e. Description of academic advising and support mechanisms for students.</p> <ul style="list-style-type: none"> <li>• <b>Students are assigned a project of variable scope under supervisor(s). The supervisors introduce students to the methods of conducting research and provide them with the opportunity to practice formulating research questions, objectives, writing report, and giving a formal presentation.</b></li> </ul>
<p>f. Description of assessment procedures (including mechanism for verification of standards)</p> <p><b>Continuous assessment by the Mentor – 20%</b></p> <p><b>Mentors of the student projects continuously assess each student throughout the semester. The assessment criteria includes but not limited to students participation in the project, regular discussion with the mentor about the project, students enthusiasm and interest in the project etc.</b></p>

**Final project report and presentation – 60%**

**This assessment is based on various aspects of the project as evaluated by all the faculty members present during the final presentation. The average marks from all the faculty members are included in the final grade. The evaluation criteria include quality of the work, quality of presentation and the ability of the student to answer questions or discussions related to the project.**

**Assessment of proposals and final project report by the coordinator – 20%**

**This assessment is based on the quality and standard of written proposal and final reports submitted by the students.**

#### 4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the role of the pharmacist in the healthcare team, the means of promoting health, dispensing medicines; medicines management and pharmacy care.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Team based learning (TBL) group work</li> <li>• Visits in practice</li> <li>• Placements and assignments</li> <li>• Computer based learning packages</li> <li>• Simulations</li> <li>• Laboratory classes data</li> <li>• Prescription interpretation exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Final examinations</li> <li>• Prescription interpretation exercises.</li> <li>• Midterm term exams</li> <li>• Objective Structured clinical Pharmacy examination (OSCE)</li> <li>• Team-Based Learning (TBL) { Individual and Group readiness assessment test (iRAT) &amp; gRAT }</li> <li>• Exit Exam</li> <li>• Formative Question and answer sessions</li> <li>• Experiential supervisor /Preceptor Evaluations</li> </ul>
1.2	Describe the retrieval, analysis, and interpretation of the professional, lay, and scientific literature to provide drug information and counseling to patients, their families or care givers, and other involved health care providers.		
1.3	Recognize the main sources of drugs, ways in which drugs are purified, characterized, and analyzed; their physico-chemical properties; properties drugs display as biologically active molecules in living systems; mechanism of action, dosage, side effects, and contraindications of drugs, as well as drug interactions.		
1.4	Describe how medicines are developed, manufactured, brought to the market place and supplied in accordance with legal, ethical, social, economic, and professional guidelines.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Design, implement, monitor, evaluate and adjust pharmacy care plans that are patient	<ul style="list-style-type: none"> <li>• Lectures, workshops, simulation, presentations, discussion/debates,</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive final examinations</li> </ul>



	specific; address health literacy, cultural diversity, and behavioral psychological issues; and are evidence based.	<p>TBL group and individual work (gRAT &amp; iRAT).</p> <ul style="list-style-type: none"> <li>• Laboratory practicals, exercises</li> <li>• Data interpretation exercises, evaluation of patient care plans, research project.</li> <li>• Case studies</li> <li>• Brainstorming</li> <li>• Variety of hands-on student learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Formative prescription interpretation exercises.</li> <li>• Midterm term exams</li> <li>• Lab assessment</li> <li>• Log book.</li> <li>• Report</li> <li>• Objective structured clinical pharmacy examination (OSCE).</li> <li>• Team-Based Learning (TBL) { Individual and Group readiness assessment test (iRAT) &amp; gRAT}</li> <li>• Exit Exam</li> <li>• Case studies</li> <li>• Assignments</li> <li>• Project</li> <li>• Formative question and answer sessions</li> <li>• Experiential site supervisor /Preceptor Evaluations</li> </ul>
2.2	Evaluate the quality of basic science and clinical research evidence to appropriately apply study results to practice decision.		
2.3	Apply research approaches and methods to managing scientific and practice related issues		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Identifying and analyzing emerging issues, products, and services that may impact patient-specific therapeutic outcomes, as well as impact management of human, physical, medical, informational, and technological resources in the provision of patient care and public health issues.	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Laboratory Classes and evaluation of care plans and patient profiles.</li> <li>• Lectures,</li> <li>• Workshops.</li> <li>• Project reports, TBL group presentations.</li> <li>• Internship during IPPE, and APPE</li> <li>• Self-management skills facilitated, and monitored by academic supervisors involving discussion of time management, prioritization, study skills, revision skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lab continuous assessment</li> <li>• Preceptor evaluation</li> <li>• Self-assessment</li> <li>• Student portfolio</li> </ul>
3.2	Act in accordance with legal, ethical, social, economic, risk management, and professional guidelines.		

<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Communicate effectively in oral and written form, and collaborate with patients, prescribers, other health care providers, and administrative and supportive personnel to engender a team approach to assure efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in the provision of patient care and public health issues.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Role play</li> <li>• Debates</li> <li>• Workshops and class exercises</li> <li>• Poster presentations and seminars.</li> <li>• Laboratory classes</li> <li>• TBL (gRAT &amp; iRAT)</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, seminars (oral presentations).</li> <li>• Theoretical exam, Problem solving.</li> <li>• Preceptor evaluation</li> <li>• Self- assessment</li> <li>• Student portfolio</li> <li>• Log books</li> <li>• OSCE</li> </ul>
4.2	Perform numerical calculations and analyses relevant to Pharmacy.		
4.3	Communicate results of investigations and inquiries in appropriate forms for different audiences using IT and other communications technologies.		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Perform effectively laboratory, technical and clinical tasks relevant to Pharmacy.	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation</li> <li>• Audiovisual technology</li> <li>• Criteria-based performance evaluation</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lab continuous assessment</li> <li>• Project</li> </ul>

### Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced

#### Course Offerings NQF Learning Domains and Learning Outcomes

Courses Names	Course Code	Knowledge	Cognitive Skills	Interpersonal Skills & Responsibility	Communication, Information Technology, Numerical	Psychomotor
<b>PHARMACY PRACTICE</b>						
Medical terminology	102PHP	I	I			
Introduction to Pharmacy Profession	120PHP	I				
Biostatistics	121PHP	I	I	I	I	I
Computer for Health Sciences	216PHP	I			I	
Pharmacy Practice	217PHP	P	P	P	P	
Pathophysiology-1	310PHP	P				
Pathophysiology-2	322PHP	p				
Scientific Writing & Seminar-1	325PHP	I	P	P	I	
Pharmacotherapy-1	330PHP	A	P	P	P	
Clinical Communication Skills	342PHP	P	P		P	
Ethics in Pharmacy	341PHP	P				
Pharmacotherapy-2	340PHP	P	P	P	P	
Drug and Poison information services & Literature Evaluation	343PHP	A	P	P	P	P
Patient Assessment & First Aid	346PHP	A	A			A
Pharmacotherapy-3	410PHP	A	A	A	A	
Pharmacoeconomics & Epidemiology	411PHP	A	P	P	P	P
Pharmacy Management	412PHP	I			A	
Evidence Based Pharmacy	413PHP	A	P			

Courses Names	Course Code	Knowledge	Cognitive Skills	Interpersonal Skills & Responsibility	Communication, Information Technology, Numerical	Psychomotor
Psychology and Health	414PHP	P	A	P	P	
Applied Pharmacokinetics	416PHP	A	A	A	A	
Clinical Nutrition & IV. Adm	423PHP	P	P	A		
Pharmacy Law	426PHP	P				
Scientific Writing & Seminar-2	421PHP	A	A		A	A
Pharmacotherapy-4	420PHP	A	A	A	A	
Graduation Project	425PHP		A		A	A
<b>PHARMACOLOGY &amp; TOXICOLOGY</b>						
Human Anatomy and Histology	111AN AT	I				I
Biochemistry-1	210PHG	I				
Physiology-1	211PHG	I		I		I
General Immunology	218PHG	I	I			
Biochemistry-2	220PHG	P		P		P
Physiology-2	222PHG	P				
Pharmacology-1	224PHG	P	P	P		P
Molecular Pharmacology	225PHG	P	I			
Pharmacology-2	314PHG	P	P			P
Chemotherapy	315PHG	P	P			P
Pharmacology-3	325PHG	P	P	P		P
Toxicology	333PHG	P	P			
Pharmacology-4	334PHG	P	P			
Pharmacogenomics	338PHG	P	P			
Drug of Abuse	424PHG	P	P			
Human biology	106Biol	I				
<b>PHARMACEUTICS</b>						
Pharmaceutical Microbiology	123PHT	I		I	I	I
Pharmaceutics-1	212PHT	P	P		P	P
Pharmaceutics-2	223PHT	p	p			P
Pharmaceutics-3	323PHT	p	p			p
Pharmaceutical Biotechnology	335PHT	A	P	P	P	
Basic Pharmacokinetics	336PHT	p	P			
Dispensing of Medication	337PHT	p	A		A	

Courses Names	Course Code	Knowledge	Cognitive Skills	Interpersonal Skills & Responsibility	Communication, Information Technology, Numerical	Psychomotor
Over the Counter Drugs	344PHT	A	P	A	A	P
Biopharmaceutics	345PHT	P	P		P	
<b>MEDICINAL CHEMISTRY AND PHYTO CHEMISTRY</b>						
Organic Chemistry	103PHC	I				
Pharmaceutical Organic Chemistry	122PHC	I	A	A	P	A
Pharmaceutical Analytical Chemistry	124PHC	I	I			I
Pharmacognosy	215PHC	I	I			
Medicinal Chemistry-1	225PHC	A	A			A
Medicinal Chemistry-2	315PHC	A	A	A		A
Natural Products Chemistry	316PHC	I	I			
Pharmacopeal Analysis	327PHC	P	P			P
Medicinal Chemistry-3	320PHC	A	A			A
Radiopharmacy	332PHC	P	P			

### 5. Admission Requirements for the program

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

### 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

**Refer to Student Guide**

### E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- No external evaluation or verification of exams. However, there was a random verification of grades by the members of exam board of the college.**

## F Student Administration and Support

### 1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at the college level).

- **Teaching staff is assigned to deal with all student counselling matters including: -**

#### 1. Academic counselling and advice for students:

- a. Each one of the faculty is a supervisor for a group of students
- b. Each one of the faculty is required to prepare a schedule of his office hours and display on his office door
- c. Each one of the faculty is required to prepare his academic counselling file
- d. Each student is required in collaboration with his supervisor to prepare his portfolio
- e. Each one of the faculty is required to hold at least 2-3 meetings per semester with his students
- f. Each one of the faculty is required to document the minutes of the meeting

#### 2. Program planning and execution

#### 3. Students advice on course selection and registration

#### 4. Career planning

### 2. Student Appeals

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

**Refer to Student Guide and Code of Conduct**

## G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- **Both teaching staff and students acquire the required textbooks, reference and other resource from the main university library.**
- **At the beginning of each semester, students are given course schedules that contain information on the required reference materials.**
- **Any lecturer requiring additional new resource materials including electronic and web based materials not available in the library is expected to make a request for purchase through the office of the dean.**

1b. What processes are followed by faculty and teaching staff for planning and acquisition

resources for library, laboratories, and classrooms.

- **Each faculty member discuss his needs with the department, then the department issues a list of required textbooks, equipment's and other resources to the dean of the college for approval and forwarded to purchase department.**

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- **Departmental committees headed by the HODs periodically evaluate the adequacy of books, references and other resource provisions.**
- **Feedback from faculty and students.**

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

- **By giving questionnaire / feedback form about text books, reference materials etc**
- **Through discussion with teaching staff**

4. What processes are followed for textbook acquisition and approval?

- **The teaching staff evaluate the usefulness of such materials and make the recommendations, the head of the college discuss the acquisitions with the college council for final approval and make the request for the library staff of the university.**

## H. Faculty and other Teaching Staff

### 1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

A) 1. Receiving employment applications (from professors, lecturers and teaching assistants) and verifying their credentials.

2. Preparing a file for each applicant explaining (data on the last qualification / personal data / academic record / graduation documents / desired sections // working experiences) / his contact details).

3. Sending a list of the applicants to the relevant departments with applicants' documents for making the necessary recommendations through the councils concerned (through the proposed departmental committees concerned with the teaching assistants' nomination).

(B) Forming a departmental committee to look for different ranks, including professors, lecturers and teaching assistants, and to examine the reasons for their interest and the possibility for impossibility based on the followings:

1. University from where the applicant received his degree, and whether it is a recognized university.

2. The applicant's GPA upon graduation on basic degrees, and any certificates or previous experiences.
3. Reviewing and calculating grades of his/her specialty areas (in section / specialization to be appointed in).
4. Conducting personal interviews to ensure the applicant's eligibility and appropriateness to work in educational institutions where teaching and learning skills is a norm.
5. Any other qualities that may be considered by the council.

The departmental committee submits its recommendations to the departmental council, which in turn recommends to the college council.

(C) The recruitment committee for faculty members, headed by the dean of the college, verifies decisions as follows:

1. Ensuring the accuracy and validity of the procedures carried out by the departmental committees.
2. Examining various applications from the departments in order to determine the actual needs of the departments in the light of the student numbers and the number of faculty members.
3. Distribution of available positions; either vacated by departments or additional ones received from the university.

The recruitment committee submits its recommendations to the college council, which in turn recommends to the permanent committee for the teaching assistants, lecturers, language teachers, and research assistants for consideration.

(D) The permanent committee submits its final recommendations to the university council to take the final decision.

## **2. Participation in Program Planning, Monitoring and Review**

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- **Teaching staff encouraged to give feedback through their course report which include recommendations for improvement and action plan**
- **A quality unit with membership drawn from different departments has been set up by the college and charged with the responsibility of monitoring the quality of the program and planning for improvements.**

b. Explain the process of the Advisory Committee (if applicable)

- **Newly Established**

## **3. Professional; Development**

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?



- **The Deanship of Academic Development conducts regular training programs, workshops and short courses for teaching staff skill development throughout the semesters.**
- **All staff is encouraged to attend the workshops, Seminars, conferences nationally and internationally.**

b. Other professional development, including knowledge of research and developments in their field of teaching specialty?

- **The College established a collaboration with American College of Clinical Pharmacy (ACCP) to train the teaching staff in various aspects of the program**

#### 4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- **At the beginning of each year an orientation program is held to welcome the new teaching staff. The program includes an introduction about the university, Faculty affairs, Quality Assurance and Research opportunities. The program will also include a tour of the university and College facilities.**
- **Providing the new teaching staff with the College booklets**

#### 5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion to total teaching staff, etc.)

- **Same as in item H on faculty appointments above.**
- **Proportion of part time to total teaching staff: 1: 2.2**

### I. Program Evaluation and Improvement Processes

#### 1. Effectiveness of Teaching

- a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning

<p>achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)</p> <ul style="list-style-type: none"> <li>• <b>Students' understanding and academic performance are measured by conducting on going evaluation. This include exams, presentations, assignment</b></li> <li>• <b>Feedback from the alumni</b></li> <li>• <b>Feedback from the employers</b></li> <li>• <b>Feedback from the students</b></li> <li>• <b>Feedback from the head of departments</b></li> <li>• <b>Advice on consistency with learning theory for different types of learning provided by head of departments to the faculty members</b></li> </ul>
<p>b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?</p> <ul style="list-style-type: none"> <li>• <b>At the end of each semester, students are required to fill in the evaluation form for evaluating both the course and the teaching staff.</b></li> <li>• <b>The HODs as well as the college administration (Dean) also assess the performance of the teaching staff.</b></li> </ul>

## 2. Overall Program Evaluation

<p>a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:</p>
<p>(i) From current students and graduates of the program?</p> <ul style="list-style-type: none"> <li>• <b>Students are requested to fill a survey forms about the program.</b></li> <li>• <b>Alumni are requested to fill a survey forms about the program.</b></li> </ul>
<p>(ii) From independent advisors and/or evaluator(s)?</p> <ul style="list-style-type: none"> <li>• <b>The program is evaluated annually by the deanship of quality assurance and accreditation at Qassim University</b></li> </ul>
<p>(iii) From employers and/or other stakeholders.</p> <ul style="list-style-type: none"> <li>• <b>Employer's feedback survey forms distributed to the employers/stakeholders of the graduates for the evaluation of the graduates performance.</b></li> </ul>

Complete the following two tables.

### 1. Program KPI and Assessment Table

## 2. Program Action Plan Table

**Program KPI and Assessment Table**

KPI #	List of Program KPIs Approved by the Institution	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks College of pharmacy, King Saud University	KPI Analysis	KPI Target Benchmark
<b>Standard 3. Management of Program Quality Assurance</b>						
1	Availability of quality improvement plans that include performance indicators and benchmarks at the level of the college program	Yes	Yes	Yes	The college will continue to develop and implement quality improvement plans that include performance indicators and benchmarks at the level of the program	Yes
2	Percentage of the courses that have been evaluated by the students at the college	95%	100%	100%	The college is working to improve this percentage to reach the new target	100%
3	Percentage of the number of programs that have been evaluated by an independent internal evaluator (from the university) to the extent to which students have achieved the learning outcomes for these programs during the school year	Yes	Yes	100%	<a href="#">Independent Internal evaluation by the Deanship of Academic Development and Accreditation</a>	100%
4	The percentage of the number of programs that have been evaluated by an independent	100%	100%	100%	<a href="#">The program was evaluated by American College of Clinical Pharmacy</a>	100%

	external evaluator for the achievement of students learning outcomes for these programs.					
<b>Standard 4. Learning and Teaching</b>						
1	The number of students (male/female)	665	584	NA	This number will improve upon getting to the new building	-
2	The proportion of the number of students to the number of faculty members	1:14	1:14	7.4/1	The college is working to hire new staff to reach the new target	1:12
3	Percentage of faculty holding a doctorate degree.	51%	56%	70%	The college is working to improve this percentage to reach the new target	55%
4	Presence of learning outcomes for program documented and placed accurately for each program at the college	Yes	Yes	Yes	College developed clear learning outcomes for its program	Yes
5	The average teaching load for faculty members.	6	9	NA	By hiring new staff the college will achieve the new target	5
6	The average number of office hours for faculty members.	6	9	8	By hiring new staff the college will achieve the new target	5
7	Percentage of students who have completed the first year successfully	68.4%	78.5%	85%	The college is working to improve this percentage to reach the new target	80%
8	Percentage of students in undergraduate programs and	58%	40%	64.8%	The college is working to improve this percentage to	65%

	who receive a degree in less time possible.				reach the new target	
9	The presence of different methods to measure learning outcomes achieved in the academic programs	Yes	Yes	Yes	The college has different assessment tools to measure the learning outcomes of the academic program	Yes
10	The extent of private sector participation in education programs / cooperative training in college	Yes	Yes	Yes	Cooperation between the college and private sectors will be maintained	Yes
<b>Standard 5. Student Administration and Support Services</b>						
1	The level of satisfaction of students for academic advisory and professional services	28.6%	NA	67%	The college is working to improve this percentage to reach the new target	60%
<b>Standard 6. Learning Resources</b>						
1	The average density of the classroom (number of students in classroom)	35	35	25.7	The classrooms need to improve which will be resolve on getting the new permanent building	25
2	Number of computers available for each student at the college	1:7	1:7	14.5/1	The college needs to purchase new computers to reach the target	1:5
3	Availability of interactive website of the college within the main site of the University	Yes	Yes	Yes	The interactive website of the college within the main site of the University is maintained and updated	Yes

					regularly	
<b>Standard 7. Facilities and Equipment</b>						
1	Number of computers available for each student or availability of wireless internet	Wireless internet	Wireless internet	Wireless internet	Wireless internet will be maintained	Wireless internet
2	The number of laboratories that are available in the college	18	18	NA	The number of laboratories needs to improve which will be resolved on getting the new permanent building.	21
<b>Standard 9. Employment Processes</b>						
1	The number of faculty members (male / female; PhD / MS / BS)	50	43	271	By hiring new staff the college will achieve the new target	55
2	Percentage of faculty members participating in professional development activities during the past year.	28%	39.5%	91.4%	The college has assigned a number of faculty members to attend different workshops next year	35%
3	Diversity sources of PhDs of the faculty members (the countries from which they obtained their certificates)	Yes	Yes	Yes	The college always hires doctors and lecturers with different backgrounds to acquire different experience	Yes
<b>Standard 10. Research</b>						
1	Percentage of faculty members who are full-time and it was pointed out at least one of their publications during the past year	30%	30%	3.6/1	The college will encourage the faculty members to increase their publication to reach the new target	40%

2	The number of research presented at academic conferences over the past year	14	4	0.75/1	The college will encourage the faculty members to increase their participation in academic conferences to reach the new target	20
3	The number of papers published in international journals during the past year as a proportion to faculty members.	30%	30%	NA	The college will encourage the faculty members to increase their research production and publication	40%
4	The total number of (local /international) awards of faculty members	2	2	19	The college will encourage the faculty members to get more awards	-
5	Total number of participants from the college in seminars / conferences (national/ international)	17	4	205	The college will encourage the faculty members to participate in seminars / conferences (national/ international)	20
<b>Standard 11. Relationships with the Community</b>						
1	Inclusion of the participation of faculty members in community service as part of the evaluation process	Yes	Yes	Yes	Same activity will be maintained	Yes
2	Ratio of full-time faculty and staff that are actively involved in community service activities	40%	0	31.5	The college will encourage the faculty members to participate in community service activities	50%



3	The number of training / awareness programs offered by the college directly to the community		10	10	The college offered acceptable numbers of awareness program to the community. This will be increased within the next year	12
4	Number of training/educational programs offered by the college through the deanship of the community		0	NA	The college is working to reach the new target	2

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Actual Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

### Program Action Plan Table

Directions: Based on your “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified below.

<b>No.</b>	<b>Recommendations</b>	<b>Action Points</b>	<b>Assessment Criteria</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Completion Date</b>
<b>1</b>	Increase the number of citation of the publications in the coming year for each member of the faculty	Encourage the College staff to publish in well and the most cited journals	Number of publication in international Journal	Head of the research centre	Start of the academic year	End of the academic year
<b>2</b>	Number of training/educational programs offered by the college through the deanship of the community	The college need to open classes for pharmacy technicians	The number of intake	The Dean	Start of the academic year	End of the academic year
<b>3</b>	Percentage of students who have completed the first year successfully.	Activate admission criteria	Number of pass students	The Dean and college council	Start of the academic year	End of the academic year
<b>4</b>	Percentage of faculty members participating in professional development activities during the past year.	Encourage the College staff to participate in professional development activities	Number of participants	The Dean & Heads of academic department	Start of the academic year	End of the academic year
<b>5</b>	The number of laboratories that are available in the college.	Facilitate with newer equipment	The number of new equipment	The Dean	Start of the academic year	-
<b>Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).</b>						

**Attachments:**

- 1. Copies of regulations and other documents referred to in template preceded by a table of contents.**
- 2. Course specifications for all courses including field experience specification if applicable.**

**Authorized Signatures**

<b>Dean/ Program Chair</b>	<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Program Dean</b>	Dr. Mansour Alsharidah			10/6/2014
<b>Vice Rector</b>				