

**PROPOSAL FOR THE INITIATION OF A**

**NEW ACADEMIC PROGRAM**

|  |
| --- |
| **REQUESTER**  |
| Name |  | Email |  | Phone |  |
| College | Select a College. | Department | Select a Department. |
| Date of Approval of New Program Intent  | Click or tap to enter a date. | Date of Proposal Submission | Click or tap to enter a date. |
| **A NEW ACADEMIC PROGRAM LEADING TO THE DEGREE OF:** |
| Title of Degree as on Diploma  |  |
| Title of Major |  |
| With Concentration in (if applicable) |  |
| Date of submission to QU Health Academic Quality Department |  |
| Proposed Program Initiation Date |  |
| Proposed Subject Code  |  | Proposed Formal Degree Abbreviation  |  |
| Dean’s signature  |  | AQD Director signature |  |

# SUMMARY

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| --- | --- |
| **Program Title**  |  |
| **Degree Title**  |  |
| * **Curriculum structure**
 |
| Curriculum Component | Number of Courses | Total Number of Credit Hours |
| General Education Requirements (Core curriculum courses) |  |  |
| Required Courses in Major |  |  |
| Elective Courses in Major |  |  |
| Concentration  |  |  |
| Minor |  |  |
| Free Electives (if applicable) |  |  |
| Others |  |  |
| Total: |  |  |
| Number of Proposed New Courses |  |
| Number of Credit Hours in New Courses |  |
| Expected Number of Graduates Per Year |  |
| * **Enrolment Projections and Personnel Requirements**
 |
| Year | Full Time Students | Part Time Students | FTE Faculty | Instructors & Teaching Assistants | Admin & Support Staff |
| Current | New |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| * **Estimated New Costs Generated by new program**
 |
| Cost Item | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| One-Time Non-Recurrent Costs |  |  |  |  |  |
| Personnel Costs |  |  |  |  |  |
| Operational Costs |  |  |  |  |  |
| Capital Expenses  |  |  |  |  |  |
| Total |  |  |  |  |  |
| * **Estimated Revenues Generated by new program**
 |
| Revenue Item | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Student Tuition Fees |  |  |  |  |  |
| Others |  |  |  |  |  |
| Total |  |  |  |  |  |
| Accrediting Organization (if applicable) |  |
| Target Date for Accreditation (if applicable) |  |

# SECTION 1: OVERVIEW OF PROPOSED PROGRAM

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| 1.1 Provide an overview for each of the following  |
| 1. **Student body**

Describe the potential student population that may enroll in the new program and the primary source of these students - e.g. high schools, transfer from other programs within the university, currently employed professionals, people preparing to re-enter the job market, etc |
|  |
| 1. **Operational objectives**

Define the operational objectives for the new program and associated key performance indicators with specific targets that will be used in evaluating the success of the new program. |
|  |
| 1. **Relation to university mission and strategic plan**

Briefly describe how the new program contributes to the university mission and how it maps to the university strategic plan. Provide a mapping of the program operational objectives and key performance indicators to the specific objectives and key performance indicators of the key performance areas as defined in the university strategic plan  |
|  |
| 1. **Implementation plan**

Give the implementation plans for the new program with a detailed timeline. |
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| 1.2 Describe the new program specifications, as follows  |
| 1. **Mission**
 |
|  |
| 1. **Program Educational Objectives**
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|  |
| 1. **Program Learning Outcomes**
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|  |
| 1. **Mapping of Program Learning Outcomes to Program Education Objectives**
 |
| Map the program learning outcomes (PLOs) to the Program Educational Objectives (PEOs) | Program Educational Objective (PEO) | Program Learning Outcomes it maps to |
|  |  |
| 1. **Program Delivery Mode**
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| 1.3 Describe the needs, demand, and value for the new program. Where possible, provide evidence of needs and demand (e.g. market analysis, provision at other institutions, enquiries etc.).  |
| 1. General needs for the new program (university needs[[1]](#footnote-2), market needs[[2]](#footnote-3), country needs[[3]](#footnote-4), subject area needs) etc.
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|  |
| 1. Likely demand for the new program (including employer demand[[4]](#footnote-5), student demand[[5]](#footnote-6)).
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|  |
| 1. Added value for employment opportunities (including a list of potential employers).
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|  |
| 1.4 Relation with other programs within the university. |
| 1. List other programs within the university that are similar or are related to the new program.
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| 1. Describe the potential impact of the new program on other related programs. Indicate whether the new program is expected to significantly impact student demand for other programs already offered at the university. Provide evidence of consultation with related programs.
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| 1. List courses in the new program that are to be offered by other programs, departments, or colleges. Provide evidence of consultation.
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|  |
| 1. Indicate whether the new program curricula conform to the core curriculum program requirements in terms of total number of credit hours and the course distribution into packages. In case of different requirements, a detailed and sound rationale justifying the new program specific requirements should be provided as well as evidence of core curriculum council approval of these specific requirements.
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|  |
| 1. List all new courses in the new program that might be added to the core curriculum program course offering indicating the specific package each of these courses might be added to.
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# SECTION 2: STUDENTS

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| 2.1 Describe the admission requirements for the new program and any criteria for selecting among applicants. If enrolments are to be limited, describe the enrolment restrictions and reasons. |
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| 2.2 Estimate the number of full-time equated (FTE) students expected to enrol in the new program over the next five years. Provide a justification for these estimates.  |
|  | Year(current) | Year(current +1) | Year(current + 2) | Year(current + 3) | Year(current + 4) |
| Full time students |  |  |  |  |  |
| Justification  |  |
| 2.3 Describe the graduation requirements for the new program. |
|  |
| 2.4 Describe the advising process for students enrolled in the new program. |
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| 2.5 Describe the planned measures for promoting student retention (e.g. learning support and assistance, tutoring program, student orientation, early warning systems, financial aid, counselling services etc). |
|  |
|  2.6 Describe the requirements and process for transfer students into or out of the new program and for the transfer of credits. Indicate any restrictions on the transfer of students or credits to/from other programs within the university that might ordinarily be accepted. |
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# SECTION 3: CURRICULUM

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| 3.1 Describe how the curriculum content was developed (e.g., **benchmarked** to programs at other institutions). |
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| 3.2 Discuss the proposed **sequence of courses**[[6]](#footnote-7) and provide a course matrix or flowchart for the program. |
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| 3.3 **Program length**.Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or comparability of length with similar programs. |
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| 3.4 Provide the complete list of courses in the program.  |

List of **Required** Courses in Major

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| --- | --- | --- | --- | --- | --- |
| Course ID | Course Title | Credit Hours | Prerequisites | Co-Requisites | New Course / updated |
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List of **Elective** Courses in Major

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| --- | --- | --- | --- | --- | --- |
| Course ID | Course Title | Credit Hours | Prerequisites | Co-Requisites | New Course / updated |
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List of Courses in **Concentration** (if Applicable)

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| --- | --- | --- | --- | --- | --- |
| Course ID | Course Title | Credit Hours | Prerequisites | Co-Requisites | New Course / updated |
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List of Courses in **Minor** (if Applicable)

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| --- | --- | --- | --- | --- | --- |
| Course ID | Course Title | Credit Hours | Prerequisites | Co-Requisites | New Course / updated |
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List of **Free Elective** Courses (if Applicable)

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| --- | --- | --- | --- | --- | --- |
| Course ID | Course Title | Credit Hours | Prerequisites | Co-Requisites | New Course / updated |
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| 3.5 **Complete the Study plan (Template 1)** |
| 3.6 Complete the **master syllabus template for each course (Template 2)** |
| 3.7 Map the courses to the program learning outcomes. |

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|  **Course PLO** | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
| **Required Courses in the New Program** |  |  |  |  |
| Course ID – Course Title |  |  |  |  |  |  |  |  |  |  |  |  |
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|  **Course PLO** | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
| **Elective Courses in the New Program**  |  |  |  |  |
| Course ID – Course Title |  |  |  |  |  |  |  |  |  |  |  |  |
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# SECTION 4: ASSESSMENT AND EVALUATION

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| 4.1 Complete the following for the assessment of **Program Learning Outcomes**  |
| 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 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Detailed Assessment Schedule |
| PLO | Program Learning Outcome Statement | Assessment Method | Assessment Tool | Context for Assessment[[7]](#footnote-8) | Assessment Date | Person Responsible for Data Collection |
| PLO1 |  | Direct |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| PLO2 |  | Direct |  |  |  |  |
|  |  |  |  |
| Indirect |  |  |  |  |
|  |  |  |  |
| 4.2. Assessment and Evaluation of **Program Operational Objectives** |
| Operational Objective | Assessment Measure | Target |
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| 4.3 **Student Progress Evaluation Plans**. Describe the new program plans for monitoring, evaluating, and facilitating student progression towards the successful completion of the new program graduation requirements as defined in section 2.5.  |
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| 4.4 **Program Review and Continuous Improvement Plans**. Indicate the planned review cycle for the new program and briefly describe the program plans for using assessment results to effect the continuous improvement of the program. Provide details on who will analyze the obtained assessment data and how it will be used to ensure on-going program improvement |
|  |
| 4.5 **Accreditation**, If applicable, identify any accrediting body or professional society that has established standards in the area of the proposed program and provide a brief summary of accreditation requirements. Indicate the program plans for seeking accreditation and the date the program anticipates being fully accredited. If specialized accreditation is available but not sought, indicate why |
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# SECTION 5: ADMINISTRATION AND ORGANIZATION

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| 5.1 Describe the organizational structure of the new program and how it will be administered. |
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| 5.2 **Program Location Within the University Organizational Structure**.*Indicate the Location of the new program in the university organizational structure by specifying the name of the department and/or college housing the new program. Indicate if a new organizational unit will be created for this program. Briefly discuss how the new program organizational placement will promote success of the new program.* |
|  |
| 5.3 **Program Administration**.*Indicate how the program will be administered and the title of the person who will have immediate responsibility for administering the program (for example, Program Head, Program Coordinator, Department Head, Program Director, etc.). If this administrator is yet to be hired, indicate the projected hiring date and the required competencies.**If the program is to be located in an existing structure, indicate the degree to which this will affect the administrative structure in which it will be located.* |
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# SECTION 6: PROGRAM ORGANIZATION, FACULTY AND STAFF

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| 6.1 List **current faculty** employed who will teach one or more courses in the new program.  |
| Faculty member | Rank | Highest degreeearned | Field ofhighest degree | Approximate FTE allocated to the program |
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| 6.2 Include in **Template 3, the resume for each faculty member** listed in section 6.1. The resume must include the following information:* Name, academic rank, educational background, academic specialty, and academic and other related experience.
* List of courses taught in the last three years.
* Selected list of publications for the past five years.
* Professional activities and awards
 |
| 6.3 List **additional faculty and academic staff** required to support the new program.  |
| Rank | Number needed | Year to be Employed |
|  |  |  |
|  |  |  |
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| 6.4 List **additional staff, administrators** etc. required to support the new program.  |
| Rank | Number needed | Year to be Employed |
|  |  |  |
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|  |  |  |
| 6.5 Justify the need for additional faculty, staff, administrators etc. |
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# SECTION 7: RESOURCES, FACILITIES AND EQUIPMENT

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| 7.1 List **instructional resources** needed to support the new program, particularly computing resources. Indicate whether these resources already exist within the university or need to be purchased. |
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| 7.2 List **library** and **literature resources** currently needed to support the new program. |
|  |
| 7.3 List needed **facilities** and **equipment** for use by students, including laboratories and classrooms. Indicate the availability of physical and/or virtual access to facilities outside QU, if applicable. |
|  |
| 7.4 Provide information on the **office**, **laboratory**, and **general space** (including research) needed for students; and common/meeting rooms for students. |
|  |
| 7.5 Provide the needs and list of the **collaborating** institutions including government, education, health et. Provide evidence of collaborative arrangements with these institutions indicating their willingness to cooperate. |
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# SECTION 8: FINANCIAL IMPACT OF THE CHANGE

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| 8.1 Describe any likely financial benefits of the new program. |
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| **8.2 Cost Analysis,** fill in the embedded excel sheet below |
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###### Template 1 - Study Plan for the Program Curriculum

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

|  |  |
| --- | --- |
| **THIRD YEAR ([ ] credit hours)** | **FOURTH YEAR ([ ] credit hours)** |
| **Fall Semester**  | **Fall Semester** |
| Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite |
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| **Total Credit Hours in Semester** |  | **Total Credit Hours in Semester** |  |
| **Spring Semester**  | **Spring Semester** |
| Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite |
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| Total Credit Hours in Semester |  | Total Credit Hours in Semester |  |

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| **FIFTH YEAR ([ ] credit hours)** | **SIXTH YEAR ([ ] credit hours)** |
| **Fall Semester**  | **Fall Semester** |
| Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite |
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| **Total Credit Hours in Semester** |  | **Total Credit Hours in Semester** |  |
| **Spring Semester**  | **Spring Semester** |
| Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite | Course No. | Course Title | Credit Hours | Pre-requisites | Concurrent pre-requisite |
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| **Total Credit Hours in Semester** |  | **Total Credit Hours in Semester** |  |

###### Template 2 - BANNER INFORMATION & Master Syllabus

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number | Click or tap here to enter text. | Course Title (Arabic) | Click or tap here to enter text. |
| Course Title (English) | Click or tap here to enter text. |
| Optional Section if Original Course Title exceeds 30 Characters. Course title to be displayed on Banner | Click or tap here to enter text. | Language of Instruction | [ ]  Arabic [ ]  English [ ]  Both |
| Course Designation  | Choose an item. | Course Term Offering | [ ]  Fall [ ]  Spring |
| Course Level  | Choose an item. | Grade Mode | Choose an item. |
| Number of Credit Hours | Click or tap here to enter text. | Number of Contact Hours | Choose an item. | Choose an item. |
| Please insert number | Please insert number |
| Course Package (English) | Choose an item. | New course (not existing in Banner)? | [ ]  Yes [ ]  No |
| Required | [ ]  Yes [ ]  No | Elective | [ ]  Yes [ ]  No |
| Course Prerequisites | Click or tap here to enter text. | Course Co-requisites | Click or tap here to enter text. |
| Catalog Description*(50-80 words)* | EnglishClick or tap here to enter text. |
| Arabic Click or tap here to enter text. |
| Registration Restrictions[[8]](#footnote-9) |
| College | Click or tap here to enter text. |
| Major | Click or tap here to enter text. |
| Level | Click or tap here to enter text. |
| Campus | Click or tap here to enter text. |
| Class | Click or tap here to enter text. |
| Degree | Click or tap here to enter text. |
| Program | Click or tap here to enter text. |
| Course Objectives | Click or tap here to enter text. |
| Course Learning Outcomes | Click or tap here to enter text. |
| Map the course learning outcomes (CLOs) to the program learning outcomes (PLOs) indicating the level of achievement as Introduced (I), Developed (D), Mastered (M) | CLO |  PLO (inc. mastery level) |
|  |  |
| Mapping of assessment methods to course learning outcomes  | Assessment Method | CLO |
| e.g. Final exam Click or tap here to enter text. | e.g. CLO 1-3 Click or tap here to enter text. |
| Principal topics covered | Click or tap here to enter text. |
| Textbooks(s) | Click or tap here to enter text. |
| References | Click or tap here to enter text. |
| **Education Excellence Themes** |
| Please choose the appropriate themes and demonstrate their adoption/implementation by quoting (using double quotes) the exact phrases used to indicate their adoption in the text of (the course description, the course objectives, or proposed course learning outcomes). \*The themes “Digitally Enriched” and “Learner-Centric” are to be included in all courses. In addition, another prioritized theme out of the three remaining themes is to be chosen based on the discipline and course level. |
| **Themes****المحاور** | **Implemented****تم تنفيذ المحور** | **Teaching Methods****طرق التدريس** | **Course Learning Outcomes****مخرجات التعلم للمقرر**  |
| Digitally Enriched\*التعليم المعزز بالرقمنة | [ ]  Yes [ ]  No | Click or tap here to enter text. | Click or tap here to enter text. |
| Learner-Centric\*التعليم المتمركز حول المتعلم | [ ]  Yes [ ]  No | Click or tap here to enter text. | Click or tap here to enter text. |
| 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: CulturedC9: 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 |  |  |  |  |  |  |  |  |

###### C:\Users\la15981\OneDrive - Qatar University\Desktop\Fall 2020\logos\Update logo Health-color-LATEST.jpgtemplate 3 – faculty resume

|  |  |
| --- | --- |
| Name |  |
| Rank |  |
| Academic qualifications, institution, year  |  |
| Date of initial appointment  |  |
| Area of specialty  |  |
| Academic and other related experience |  |
| If you do not have a formal degree in the field, describe ways in which you have competence in the field |  |
| 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. How the new program is needed to academically complement and support other existing programs or to advance the study of the proposed subject area or to contribute to the university mission and goals. [↑](#footnote-ref-2)
2. Evidence of employers need for graduates from the new program usually in form of surveys. [↑](#footnote-ref-3)
3. How graduates from the program will contribute to the social and/or economic development of the country [↑](#footnote-ref-4)
4. Provide evidence of sufficient employer demand for graduates from the new program in the form of anticipated openings. Evidence must include *results of employer surveys*, *current labor market analysis* (local, regional, and international), and *future workforce projections*. Where appropriate, evidence should also demonstrate employers’ preference for graduates of the proposed program over persons having alternative existing credentials and employer’s willingness to pay competitive salaries to graduates of the proposed program. [↑](#footnote-ref-5)
5. Provide evidence of student demand, normally in the form of surveys of potential students and enrolment in related programs at the university or at other educational institutions in the country. [↑](#footnote-ref-6)
6. Discuss how the proposed sequencing ensures **increasing complexity** in: (1) the understanding of theories, principles, and practices; (2) the levels of analysis and development skills; and (3) the application of theories and principles within the curriculum; and **coherence and linkage** between courses. [↑](#footnote-ref-7)
7. This refers to the course choice based on the constructed curriculum map. [↑](#footnote-ref-8)
8. College Restriction: DM- Dental Medicine, HS- Health Sciences, MD- Medicine, RX- Pharmacy

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

Field of Study: major, minor or concentration

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

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

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

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

Campus: Male or Female, no need to add a campus restriction if the course is offered to both males and females [↑](#footnote-ref-9)