



Course Name	Program Intended Learning Outcomes (PIOs)																	
	A. Knowledge and understanding					B. Intellectual Skills				C. Practical & Professional Skills				D. Transferrable Skills				
	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
International Health Legislations and Ethics	*				*			*	*	*			*	*	*			
Leading Change and Organized Development in Health Organizations	*		*				*	*	*	*		*	*			*		
Advance Management of Health Services & Patient Safety	*	*	*	*	*			*	*			*	*		*			
Advanced Health Strategic Management	*		*			*	*	*		*	*	*	*			*		
Management & Advanced Financial Analysis	*					*			*	*	*					*		
Economics & Health Insurance	*		*			*	*		*	*						*		
Quality Management & Qualitative Improvement	*		*		*		*	*			*	*	*		*	*	*	
Technology & Health Information Systems	*		*				*	*		*	*			*				*
Advance Management Accounting	*					*		*		*	*					*		

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	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5		
International Health Legislations and Ethics	*				*			*	*	*			*	*	*					
Leadership and Professional Development in Health Organizations	*		*				*		*	*		*	*				*			
Advance Management of Health Services & Patient Safety	*	*	*	*	*			*	*			*	*			*				
Advanced Health Strategic Management	*		*			*	*	*		*	*	*	*				*			
Management & Advanced Financial Analysis	*					*			*	*	*						*			
Economics & Health Insurance	*		*			*	*		*	*							*			
Quality Management & Qualitative Improvement	*		*		*	*	*				*	*	*		*	*	*			
Technology & Health Information Systems	*		*				*	*		*	*			*				*		
Advance Management Accounting	*					*		*		*	*						*			

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	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Master Dissertation		*					*	*	*	*	*					*	*	*

### Teaching and Learning Strategies:

#### Knowledge and Understanding Skills is developed through:

- Lecture
- Seminars by reviewing the most important concepts and scientific basis.
- Discussion in small groups
- Audio and video reviews of real organizations
- Problem-Based Education (PBL)
- Problem-Based Learning (PSL)
- Case-Based Learning (CBL)

#### Intellectual Skills are developed through:

- Brainstorming method
- Collective participation in analysis and inference
- Problem-Based Education (PBL)
- Problem-Based Learning (PSL)
- Case-Based Learning (CBL)

#### Practical and professional Skills are developed through:

- Small group discussions
- Practical exercises
- Practical training
- Problem-Based Education (PBL)
- Problem-Based Learning (PSL)
- Case-Based Learning (CBL)

#### General/Transferrable Skills are developed through:

- Problem-Based Education (PBL)
- Problem-Based Learning (PSL)
- Case-Based Learning (CBL)
- Seminars and general discussions
- Research

Teaching Strategy	Description
Lectures	Lectures weekly conducted in the class, in terms of theoretical part of all courses
Seminars	To discuss research tasks that are assigned to students

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Small group discussions	conducted in all courses except statistics, research methods and remedial courses
Brainstorming method	Conducted in all courses except statistics, research methods, and fundamentals courses.
Practical exercises	used in courses that contain an application and exercises
Problem-Based Education (PBL) Problem-Based Learning (PSL) Case-Based Learning (CBL)	Through equipped halls and selected cases in courses (e.g. financial management, management accounting, set up and manage hospitals, quality management, and change management and organizational development).
Electronic education	used in the course of health information technology and systems
Audio and video reviews of real organizations	During the presentation of selected tasks and to support some theoretical lectures
Practical training	Used in the courses of information systems, quality management, and organizational change.

### Assessment Tools:

- written exam
- Oral exam
- Quiz
- Practical exam
- Home works and assignments.
- PBL sessions
- Seminars
- Dissertation

Assessment Strategy	Description
written exam	Mid-term test and final exam for each course are required for all courses and conducted in the 7th Class and at the end of each course.
Oral exam	oral exams are required for all courses except for dissertation
Quiz	1 Quiz required for all courses
Practical exam	For courses that have practical hours
Home works and assignments.	Assignments are given for all courses except for project.
PBL sessions	For all core courses and specialized in Master of health administration

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Seminars	In each course, a project will be initiated to cover a variety of tasks. The teacher needs to set advance work for a selected number of students, and then have the selected students present their work to the whole group, for discussion, criticism and suggestions for improvement. Seminar sessions and presentations provide an opportunity to address questions, queries and problems.
Group discussions and activities	Students are engaged in group discussions of specific topics and gain immediate feedback and support from tutors. Students are exposed to and use many skills throughout this strategy such as: communication, problem-solving skills, cognition, and critical thinking. Teacher will be responsible for the design of the group experience, such as choosing topics and assigning tasks to individual students.
Dissertation	One dissertation

#### Dissertation Assessment:

Each Dissertation will be assessed by a committee of three members (at least Asst. Prof) as follows:

Research Dissertation supervisor (Head of Viva Session)

Internal examiner: a member of the department teaching staff.

External examiner: a qualified external examiner (from another university)

#### Training Course Assessment:

Students are sending to selected hospital or health organization training and practice a variety tasks during the class. This helps students to recognizing and enhancing their own leadership capabilities within healthcare organizations, based on the **PILOs**.

#### Alignment of Program Intended Learning Outcomes (PILOs) with Teaching Strategies and Assessment Methods:

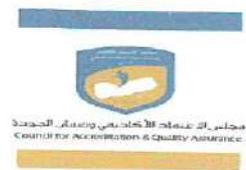
PILOs	Teaching Strategy	Assessment Methods
<b>Knowledge and Understanding</b> A1,A2, A3, A4, A5	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminars by reviewing the most important concepts and scientific basis.</li> <li>▪ Discussion in small groups</li> <li>▪ Audio and video reviews of real organizations</li> <li>▪ Problem-Based Education (PBL)</li> <li>▪ Problem-Based Learning (PSL)</li> <li>▪ Case-Based Learning (CBL)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group discussions and activities</li> <li>▪ Quiz</li> <li>▪ Oral exam</li> <li>▪ written exam</li> <li>▪ Home works and assignments.</li> </ul>

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<b>Intellectual Skills</b> <b>B1,B2, B3, B4</b>	<ul style="list-style-type: none"> <li>▪ Brainstorming method</li> <li>▪ Collective participation in analysis and inference</li> <li>▪ Problem-Based Education (PBL)</li> <li>▪ Problem-Based Learning (PSL)</li> <li>▪ Case-Based Learning (CBL)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home works and assignments</li> <li>▪ Quiz</li> <li>▪ Seminars</li> <li>▪ Oral exam</li> <li>▪ written exam</li> <li>▪ PBL sessions</li> </ul>
<b>Professional &amp; practical skills</b> <b>C1,C2, C3, C4,</b>	<ul style="list-style-type: none"> <li>▪ Small group discussions</li> <li>▪ Practical exercises</li> <li>▪ Practical training</li> <li>▪ Problem-Based Education (PBL)</li> <li>▪ Problem-Based Learning (PSL)</li> <li>▪ Case-Based Learning (CBL)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical exams</li> <li>▪ Group discussions and activities</li> <li>▪ Home works and assignments.</li> <li>▪ Practical application</li> </ul>
<b>General &amp; Transferable Skills</b> <b>D1,D2, D3, D4, D5</b>	<ul style="list-style-type: none"> <li>▪ Problem-Based Education (PBL)</li> <li>▪ Problem-Based Learning (PSL)</li> <li>▪ Case-Based Learning (CBL)</li> <li>▪ Seminars and general discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group discussions and activities</li> <li>▪ Practical training</li> <li>▪ PBL sessions</li> <li>▪ Dissertation</li> </ul>

### Assessment of Master Dissertation

Each master's thesis is evaluated by a committee consisting of three members (each members at least, has a degree of assistant professor) as follow:

1. The supervisor is the chair of the session.
2. The internal examiner is at least an assistant professor from the college who specialized in the field of master thesis subject.
3. The external examiner is at least an associate professor from another university who specialized in the field of master thesis subject.

### Distribution of Assessment Methods

N	Assessment Methods	Percentage
1	Participations and Homework	10%
2	Quizzes	10%
3	Midterm-Exam	20%
4	Final-Exam	60%
Total		100%

### Intended Learning Outcomes Mapping:

See Annexes 9, 10, 11, 12, 13, 14, 15, and 10.

(Annex-9, Survey of Intended Learning Outcomes for Similar Accredited Programs at International Universities)

(Annex-10, Alignment of Program Objectives with Council of Accreditation Standards)

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(Annex-11, Survey of Credit Hours of Similar Programs)

**Program Structure:**

Requirements				
No	Requirements	Credit hours	Total credit hours	Rational Weight %
1	Supplementary Courses	N/A	N/A	N/A
2	Core courses hours of MSc program	30	30	77%
3	Dissertation	9	9	23%
<b>Total:</b>		<b>39</b>	<b>39</b>	<b>100%</b>

**Study Plan:**

Course Name	Supplementary courses for students who specialized in Medical Sciences (except Medical Administration Graduates)		
	Supplementary	Course Code	Credit hours
	Requirements		
Principles of Health Management	Supplementary	05.11.501	N/A
Principles of Economic	Supplementary	05.11.502	N/A
Principles of Accounting	Supplementary	05.11.503	N/A
Supplementary courses for students who specialized in Business Majors (except Medical Administration)			
Public Health	Supplementary	05.11.504	N/A
Medical Concepts & Terminology	Supplementary	05.11.505	N/A
Anatomy and Physiology	Supplementary	05.11.506	N/A
Supplementary courses for students who specialized in other Majors (except Medical Sciences, Medical Administration, and Business)			
"Determine by Department of Medical Service Administration"			

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Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.511	Research Methodology & Statistical Analysis	3			3	
2	05.11.512	International Health Legislations and Ethics	3			3	
3	05.11.513	Leading Change and Organized Development in Health Organizations	3			3	
<b>9</b>							
Term 2							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.521	Advance Management of Health Services & Patient Safety	3			3	
2	05.11.522	Advanced Health Strategic Management	3			3	
3	05.11.523	Management & Advanced Financial Analysis	3			3	
4	05.11.524	Health Economics and Insurance	3			3	
<b>12</b>							
Term 3							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.531	Quality Management & Qualitative Improvement	3			3	
2	05.11.532	Technology & Health Information Systems	3			3	
3	05.11.533	Advanced Management Accounting	3			3	
<b>9</b>							
Term 4							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.541	Master Dissertation			9	9	
<b>9</b>							



Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.511	Research Methodology & Statistical Analysis	3			3	
2	05.11.512	International Health Legislations and Ethics	3			3	
3	05.11.513	Leadership and Professional Development in Health Organizations	3			3	
						9	
Term 2							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.521	Advance Management of Health Services & Patient Safety	3			3	
2	05.11.522	Advanced Health Strategic Management	3			3	
3	05.11.523	Management & Advanced Financial Analysis	3			3	
4	05.11.524	Health Economics and Insurance	3			3	
						12	
Term 3							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.531	Quality Management & Qualitative Improvement	3			3	
2	05.11.532	Technology & Health Information Systems	3			3	
3	05.11.533	Advanced Management Accounting	3			3	
						9	
Term 4							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	05.11.541	Master Dissertation			9	9	
						9	

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### Distribution of Total Credit Hours:

Level	Term	University Requirements		Faculty Requirements		Department and Program major Requirements		Total Cr. Hrs		Total Cr. Hrs./ Level
		No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	
First	First	-	-	-	-	3	9	3	9	30
	Second	-	-	-	-	4	12	4	12	
Second	Third	-	-	-	-	3	9	3	9	9
	Forth	-	-	-	-	1	9	1	9	
<b>Total:</b>		-	-	-	-	<b>11</b>	<b>39</b>	<b>11</b>	<b>39</b>	<b>39</b>
<b>Percentage:</b>		-	-	-	-	-	-	-	-	<b>100%</b>

See Annexes 12, 13, 14, 15, and 10.

(Annex-12, Survey of Number of courses and Credit Hours of Similar Programs Compared to Current Program)

(Annex-13, Themes of Courses of Study and their Weightages)

(Annex-14, Coding System)

(Annex-15, Survey of Course Names of Similar Program)

(Annex-16, Matrix of mapping program P- ILO's with courses)

### Admission Requirements:

1. Bachelor's degree in a health specializations with a grade of no less than good.
2. Bachelor's degree in a Business Management or Health Administration fields with a grade of no less than good.
3. Passing Supplementary courses with a grade of no less than good (exception Health Administration graduates).

Supplementary courses:

1- A students who is specialized in Medical Major should study the following Supplementary courses :

- 1- Principles of Health management
- 2- Principles of Accounting
- 3- Principles of Economics

2- A student who is specialized in Business Management Major should study the following Supplementary courses :

- 1- Medical Concepts & Terminology
- 2- Anatomy and physiology
- 3- Public Health

4. Class Attendance:

A student should attend not less than 75 % of total hours of the subject; otherwise he/she will not be able to take the exam and will be considered as Barred. If the student is absent due to illness, he/she should bring a proof statement. If the absent is more than 25% of a course total contact hours, student will be required to retake the entire course again.

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5. Pay register fees
6. Rules regulations of Ministry of Higher Education and Scientific Research.

### Attendance and Graduation Requirements:

1. Students should be committed by rules and regulations of student affairs, in terms of, attendance, study deferment, and transfer.
2. The minimum score required to pass for each course of the program (65%).
3. The minimum CGPA required for graduation (75%).
4. Student will graduate after successfully passing all program requirements.
5. Total credit hours for the program are 39 credit hours, excluding fundamentals courses.

### Grading System:

Excellent	From 90% to 100% from total marks
Very Good	From 80% to less than 90%
Good	From 70% to less than 80%
Acceptable/pass	From 65% to less than 70%
Poor/Fail	Less than 65%

### Facilities Required for Running the Program:

#### 1. Sources of learning:

1. Lecture Rooms with facilities such as chairs and tables, data show, etc
2. Computer lab
3. Library and study room
4. Internet

### Program Policies:

#### Based on University Regulations

1.	<b>(Tardy) :</b> For late in attending the class, the student will be initially notified. If he repeated lateness in attending class he/she will be considered as absent.
2.	<b>(Exam Attendance/Punctuality) :</b> A student should attend the exam on time. He/she is permitted to attend an exam half one hour from exam beginning, after that he/she will not be permitted to take the exam and he/she will be considered as absent in exam.
3.	<b>(Assignments &amp; Projects) :</b>

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	In general one assignment is given to the students after each chapter; the student has to submit all the assignments for checking on time, mostly one week after given the assignment.
4.	<b>(Cheating) :</b> For cheating in exam, a student will be considered as fail. In case the cheating is repeated three times during his/her study the student will be disengaged from the Faculty.
5.	<b>(Plagiarism) :</b> Plagiarism is the attending of a student the exam of a course instead of another student. If the examination committee proofed a plagiarism of a student, he/she will be disengaged from the Faculty. The final disengagement of the student from the Faculty should be confirmed from the Student Council Affair of the university or according to the university roles.
6.	<b>(Other policies) :</b> <ul style="list-style-type: none"> <li>- Mobile phones are not allowed to use during a class lecture. It must be closed; otherwise the student will be asked to leave the lecture room.</li> <li>- Mobile phones are not allowed in class during the examination.</li> <li>- Lecture notes and assignments might be given directly to students using soft or hard copy.</li> </ul>

### To be filled by the university

#### Faculty to Conduct the Program:

Rank or Administrative position	General Specialization	Specialization	Other related specialization	Full-time	Part-time	Student/Lecturer ratio	Total
Professor	-	-	-	-	-		-
Associate Professor	-	-	1	1	-		1
Assistant Professor	-	3	4	7	-		7
<b>Total</b>	-	3	5	8	-		9

#### Program Evaluation and improvement:

#	Stakeholders Targeted	Assessment method	Sample	Evaluate rate
1	Academic Staff	Interviews, Focus group discussions, Questionnaires	%10	%20

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2	Final year students	Interviews, Focus group discussions, Questionnaires	%10	%20
3	Graduates	Interviews, Focus group discussions, Questionnaires	%10	%20
4	Employment agencies	Interviews, Focus group discussions, Questionnaires	%10	%20
5	External Examiners	Interviews, Focus group discussions, Questionnaires	At least three	%20
Total				100%

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## Annex (1) Survey on the strategic orientations of the Departments and Similar Departments, and their alignment to the strategic orientations of the university and faculty

### Benchmarked Programs:-

- 1- Master of Healthcare Administration, Department of Health Policy and Management, Gillings School of Global Public Health, University of North Carolina, The United States of America.
- 2- Master of Health Services Administration (MHSA), Department of Health Sciences / Health Services Administration, Nicole Wertheim College of Nursing and Health Sciences, Florida International University, The United States of America.
- 3- Master of Health Administration (MHA), Department of Health Administration, Edward J. Bloustein School of Planning and Public Policy, Rutgers University, The United States of America.
- 4- Master of Healthcare Administration (MHA), Department of Public Health, College of Health Sciences, Saudi Electronic University, Kingdom of Saudi Arabia
- 5- Master of Healthcare Administration (MHA), Department of Health Informatics and Administration, College of Health Sciences, University of Wisconsin Uwmilwaukee, The United States of America.
- 6- Master of Health Services & Hospital Administration (MHA), Department of Health Services & Hospital Administration, College of Business management, Majmaah University, Kingdom of Saudi Arabia

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### 1- Mission of Corresponding Departments and Suggested Mission

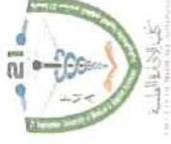
#	The Department	Mission
1.	Department of Health Policy and Management, University of North Carolina	To improve health for all by creating and translating knowledge and practice and educating current and future health leaders, managers, policymakers, practitioners, and researchers.
2.	Department of Health Sciences / Health Services Administration, Florida International University	To attract, retain and educate a diverse population of students of South Florida with the skills to become exceptional health services administrators to lead a system of high-performing healthcare organizations.
3.	Department of Health Administration, Rutgers University	To train entry-level and early-to-mid-level careerists throughout New Jersey and its neighboring regions for positions of increasing responsibility and leadership in the healthcare field, and to contribute to the health, economic, and social well-being of New Jersey and nearby communities through research, policy, and planning in healthcare.
4.	Department of Health Informatics and Administration, University of Wisconsin Uwmilwaukee,	To prepare students to enter management positions with the knowledge to make a difference when managing medical information and health care staff in all areas of the industry, and in doing so, provide excellent health care quality and value.
5.	Department of Public Health, Saudi Electronic University	To provide high quality academic programs that are delivered towards utilizing high technology, through the blended learning model, to graduate competent and highly qualified health professionals to meet national and international standards and serve the requirements of health care sector in Saudi Arabia.
6.	Department of Health Services & Hospital Administration, Majmaah University,	Qualifying distinguished cadres in the fields of public health through advanced educational programs that contribute to scientific research and achieve the requirements of the labor market.
7.	Department of Health Administration, 21 September UMAS	Providing qualitative educational programs in the field of health services administration, in order to, prepare leadership and academic cadres who are qualified



<p>intellectually and professionally, keeping up with modern scientific and technical developments in the health sector that compliant with the requirements of the local and regional community, by providing a high-quality educational and research environment that catalyzes to produce creative researches, which serve the local and regional community.</p>	
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## 2- Mapping of Department Mission to the University and Faculty Mission

University Mission	The postgraduate studies Mission	Department of Health Administration, 21 September UMAS
<p>Leading the transformation in the management and delivery of health care with all partners by setting a standard of excellence in education and medical and applied research in a way that meets the needs of Yemeni society, its privacy and regional influence.</p>	<p>Postgraduate Studies and Scientific Research seek to prepare and implement qualitative and applied scientific programs, in order to, prepare excellent research-leaderships, able to solve community problems.</p>	<p>Providing qualitative educational programs in the field of health services administration, in order to, prepare leadership and academic cadres who are qualified intellectually and professionally, keeping up with modern scientific and technical developments in the health sector that compliant with the requirements of the local and regional community, by providing a high-quality educational and research environment that catalyzes to produce creative researches,</p>



	which serve the local and regional community.
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### 3- Educational Objectives of Corresponding Departments and Suggested Objectives

#	The Department	Objectives
1.	Department of Health Policy and Management, University of North Carolina	<ol style="list-style-type: none"> <li>1- Address the complex challenges of health care delivery and produce cutting-edge research.</li> <li>2- Prepare our students to improve population health both domestically and globally.</li> <li>3- Ensuring that all people — irrespective of age, gender, race, ethnicity, disability, sexual orientation, geographic origin, religion or economic resources — have access to high-quality health care services.</li> </ol>
2.	Department of Health Sciences / Health Services Administration, Florida International University	<ol style="list-style-type: none"> <li>1. Become leading health services administrators with comprehensive, dynamic, industry-specific, multicultural, and diverse competency-based skills to exalt high-quality healthcare systems.</li> <li>2. Develop a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values for a role in various healthcare settings to improve healthcare quality.</li> </ol>

Asst. Pinar Yurpuler Al-wesabi  
Head of Department

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Asst. Prof. Mohammed Al-Ashamahi  
Vice Dean of Quality Affairs

Asst. Prof. Jamil Absan Mujallil  
Dean



		<p>3. Act as catalysts for enhancing the efficiency and effectiveness of healthcare for all individuals.</p>
<p>3.</p>	<p>Department of Health Administration, Rutgers University</p>	<p>1- Strive to become top-tier nationally-ranked programs in preparing entry-level, early careerists, and mid-career level healthcare leaders in the rapidly evolving health administration profession. 2- Energize our students to sustain their commitment to changes in approaches, processes, and strategies in the healthcare industry. 3- Enable students to become forward-thinking thought- and practice-leaders in healthcare, as the field faces future challenges and embraces future opportunities.</p>
<p>4.</p>	<p>Department of Health Informatics and Administration, University of Wisconsin, Uwmilwaukee,</p>	
<p>5.</p>	<p>Department of Public Health, Saudi Electronic University</p>	<p>Through its departments and academic curricula, the college seeks to achieve the following:</p> <ol style="list-style-type: none"> <li>1- Raising the competence levels of ours students to keep pace with the developments of various health sectors in the Kingdom.</li> <li>2- Developing the spirit of belonging and proficiency.</li> <li>3- Fulfilling the needs of our society by producing highly qualified national health cadres.</li> <li>4- Raising health awareness in the community.</li> </ol>

Asst. Prof. Aliwaber Al-wesabi  
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Dean



		<p>5- Providing appropriate educational environment for students and faculty members</p> <p>6- Offering training and workshops to develop the skills of health staff</p> <p>7- Presenting consultations to develop and support the health system.</p> <p>8- Integrating e-learning and blended learning with the field of health informatics and public health.</p> <p>9- Promoting excellence in research through interdisciplinary research involving various health specialties and sectors.</p>
<p>6.</p>	<p>Department of Health Services &amp; Hospital Administration, Majmaah University,</p>	<ol style="list-style-type: none"> <li>1. Gain basic skills to address public health issues such as controlling infectious and chronic diseases, reducing environmental risks.</li> <li>2. Improving access to health care by applying analytical methods to convert data into knowledge, identification and treatment of the effects of biological, psychological, social, and environmental factors on human health.</li> <li>3. Evaluating and developing health services and systems by implementing educational programs, setting health policies.</li> <li>4. Conducting research to promote healthy lifestyles in society.</li> </ol>
<p>7.</p>	<p>Department of health Administration, 21 September UMAS</p>	<ol style="list-style-type: none"> <li>1. Preparing and implementing postgraduate programs in the field of health services administration by achieving self-sufficiency in terms of faculty members</li> <li>2. Equip students with the key skills, intellectual, ethical, behaviors, technical abilities, and knowledge required to manage and operate various health facilities, in accordance with total quality and health accreditation standards.</li> <li>3. Activate faculty members' role to develop and qualify the administrative and academic thinking of students to enable them to deal with the issues and problems of the various health sectors at the national, regional, and international levels.</li> </ol>



Asst. Prof. Moneer Al-wesabi  
Head of Department

Asst. Prof. Muneer Al-Shamali  
Vice Dean of Quality Affairs

Asst. Prof. Jamil Ahsan Mujalli  
Dean



	<p>4. Develop managerial research in the health services administration and related fields to meet the needs of the Yemeni health sector (public and private) of intellectually and professionally qualified cadres that are specialized in the health services administration field.</p> <p>5. Contribute to improving the national performance level of staff in the health services administration field through training and continuing education.</p>
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#### 4- Mapping of Department Objectives to the University and postgraduate Objectives

University Objectives	The postgraduate studies Objectives	Department of health Administration, 21 September UMAS
<p>1. Ensuring the implementation of quality standards and setting standards of excellence in the medical and applied sciences, scientific research, and community service.</p>	<p>1. Prepare qualitative and attractive programs for graduates from local and regional universities.</p> <p>2. Continuous development and updating of postgraduate programs according to comprehensive quality standards.</p>	<p>1. Preparing and implementing postgraduate programs in the field of health services administration by achieving self-sufficiency in terms of faculty members</p>
<p>2. Centrality of the student in the educational process, as well as, the partnership with them forever, in addition, consolidating the principles of national responsibility and faith identity,</p>	<p>3. Prepare distinctive researchers through continuous education programs and develop research skills.</p>	<p>2. Equip students with the key skills, intellectual, ethical, behaviors, technical abilities, and knowledge required to manage and operate various health facilities, in accordance with total quality and health accreditation standards.</p>



Asst. Prof. Majeed Al-wesabi  
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Dean



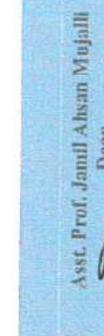
<p>looking after them, and the development of their capabilities after graduation and during work.</p>		
<p>3. Attracting, employing, and retaining scholars, cadres, and highly specialized talents to win minds and reverse the direction of "brain drain" thus enhancing and ensuring that there are thinkers, businessmen, and good citizens.</p>	<p>4. Attracting the experts of academic cadres, and researchers from internal and external environment.</p>	<p>3. Activate faculty members' role to develop and qualify the administrative and academic thinking of students to enable them to deal with the issues and problems of the various health sectors at the national, regional, and international levels.</p>
<p>4. Continuous development of the distinguished academic infrastructure and the establishment of modern research and service centers with high efficiency and capable of making a real impact locally and regionally.</p>	<p>5. Developing infrastructure and financial and human resources for programs of postgraduate and scientific research, according to academic accreditation standards.</p> <p>6. Automate the system of postgraduate and scientific research and activate electronic contents.</p>	<p>4. Develop managerial research in the health services administration and related fields to meet the needs of the Yemeni health sector (public and private) of intellectually and professionally qualified cadres that are specialized in the health services administration field.</p>
<p>5. Enhancing the university's position as a preferred partner for local, regional and international partnerships, through implementing innovative models of education, exchanging</p>	<p>7. Participate with similar scientific organizations in scientific research</p>	<p>5. Contribute to improving the national performance level of staff in the health services administration field through training and continuing education</p>



Asst. Prof. Muhsen Al-wesabi  
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Asst. Prof. Mohammed Al-shamali  
Vice Dean of Quality Affairs



Asst. Prof. Jamil Ahsan Mujalli  
Dean

Republic of Yemen  
Ministry of High Education and Scientific Research  
21 September UMAS  
Faculty of Medical Administration



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جامعة 21 سبتمبر للطب والتطبيقية  
كلية الإدارة الطبية

research and knowledge, and providing real and effective outcomes for developing professional practices to benefit from them locally and regionally.

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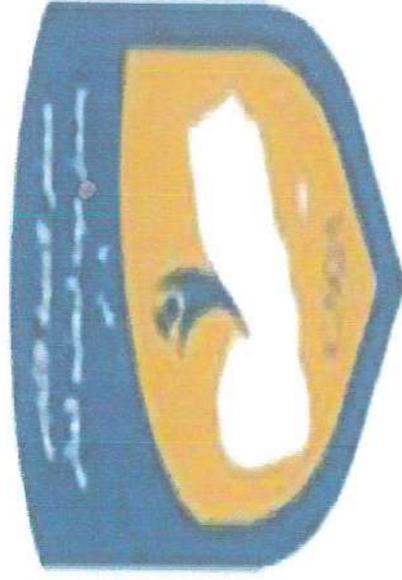
Asst. Prof. Moncer M. Qasbi  
Head of Department

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Asst. Prof. Mohammed Al-Shamahi  
Vice Dean of Quality Affairs

Asst. Prof. Jamil Absan Mujallil  
Dean

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## Annex-2, Academic Standards Curriculum Criteria of Accreditation board



## مجلس الاعتماد الأكاديمي وضمان الجودة Council for Accreditation & Quality Assurance

Asst. Prof. Moneer Al-wesabi  
Head of Department

ملحق (2)

Asst. Prof. Mohammed Al-shamahi  
Vice Dean of Quality Affairs

Asst. Prof. Jamil Absan Mujalli  
Dean



Republic of Yemen  
Ministry of High Education and Scientific Research  
21 September UMAS  
Faculty of Medical Administration



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وزارة التعليم العالي والبحث العلمي  
جامعة 21 سبتمبر للعلوم الطبية والتطبيقية  
كلية الإدارة الطبية

### Annex-3, Unified Regulations for Students Affairs, Ministry of Higher Education and Scientific Research

Attached Separately

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Asst. Prof. Moncer Al-wesabi  
Head of Department

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Asst. Prof. Mohammed Al-shamali  
Vice Dean of Quality Affairs

Asst. Prof. Jumli Ahsan Mujalli  
Dean



ملحق (4) مسح أسماء البرامج المعتمدة المعادلة للبرنامج الحالي

Annex (4) Survey of names Similar Accredited Programs at International Universities (Benchmarks)

#	The Academic Program اسم البرنامج المعادل	The University الجامعة	The Faculty الكلية	The Department القسم	The Country الدولة	Program Accrediting Body جهة اعتماد البرنامج	Degree Award at Program Completion الدرجة التي تمنحها البرنامج للخريج	Year of accreditation سنة الحصول على الاعتماد	Study Duration
The 1 <sup>st</sup> Program البرنامج الاول	Master of Healthcare Administration	University of North Carolina	GILLINGS SCHOOL OF GLOBAL PUPLIC HEALTH	Department of Health Policy and Management	The United States	Council on Education for Public Health	Master		Two years
The 2 <sup>nd</sup> Program البرنامج الثاني	Master of Health Services Administration (MHSA)	Florida International University	Nicole Wertheim College of Nursing and Health Sciences	Health Services Administration/ Health Sciences Department	The United States	Southern Association of Colleges and Schools Commission on Colleges	Master	2010	
The 3 <sup>rd</sup> Program البرنامج الثالث	Master of Health Administration (MHA)	Rutgers University	Edward J. Bloustein School of Planning and Public Policy	Health Administration department	The United States	Middle States Commission on Higher Education	Master	2011	
The 4 <sup>th</sup> Program البرنامج الرابع	Master of Healthcare Administration (MHA)	University of Wisconsin Wvmilwaukee	College of Health Sciences	Department of Health Informatics and Administration	U.S	Middle States Commission on Higher Education	Master		Two years
The 5 <sup>th</sup> Program البرنامج الخامس	Master of Healthcare Administration (MHA)	Saudi Electronic University	College of Health Sciences	Public Health	Saudi Arabia	Saudi National Commission for Academic Assessment and Accreditation	Master		Two years
The 6 <sup>th</sup> Program البرنامج السادس	Master of Health Services & Hospital Administration (MHA)	Majmaah University	College of Business management	Health Services & Hospital Administration Department	Saudi Arabia	Saudi National Commission for Academic Assessment and Accreditation	Master		2 Years

Asst. Prof. Ghaber Al-wesabi  
Head of Department

ملحق (4) مسح أسماء البرامج المعتمدة المعادلة للبرنامج  
Asst. Prof. Jamil Ahsan Mujalli  
Vice Dean of Quality Affairs

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Dean

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## Annex (5) Survey on Mission and objectives of the Program and Similar accredited programs, and its alignment to the university, faculty, and Department Missions and Objectives

University	University of 21 Sept. For Medical and Applied Science	University of North Carolina	Florida International University	Saudi Electronic University	Rutgers University	University of Wisconsin Uwmilwaukee,	Majmaah University
Faculty	Faculty of Medical Administration	Gillings School of Global Public Health	Nicole Wertheim College of Nursing and Health Sciences	College of Health Sciences	Edward J. Bloustein School of Planning and Public Policy	College of Health Sciences	College of Business management
Program	Health services Administration	Master of Healthcare Administration	Master of Health Services Administration (MHSA)	Master of Healthcare Administration (MHA),	Master of Health Administration (MHA),	Master of Healthcare Administration (MHA)	Master of Health Services & Hospital Administration (MHA),
Country	YEMEN	U.S.A	U.S.A	KSA	U.S.A	U.S.A	KSA
Program mission	Graduating an efficient, effective, and professional cadres, able to apply educational, research, and consulting programs in the field of health services	To improve decision-making and leadership skills of early and midcareer professionals who aspire to manage and lead the delivery of healthcare in North	To attract, retain, and acquire a diverse population of students with the skillset to become intellectually, professionally, and ethically competent health services	To enhance the knowledge and skills of students who are having bachelors in health related field and prepare them to offer the best quality of healthcare in	to train entry level and early/mid-level careerists throughout New Jersey and its neighboring regions for positions of increasing responsibility and leadership in the	The mission of the University of Wisconsin -Milwaukee MHA program is to prepare a diverse population in the Midwest and beyond, to lead in complex and dynamic health service	

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Asst. Prof. Mohamed Al-shamahi  
Vice Dean of Quality Affairs

*(Signature)*  
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Dean



University	University of 21 Sept. For Medical and Applied Science	University of North Carolina	Florida International University	Saudi Electronic University	Rutgers University	University of Wisconsin Uwmilwaukee,	Majmaah University
	administration and hospitals, as well as, developing and modernizing administrative processes in the health organizations and competition in the labor market locally and regionally, through qualified academic cadres that are committed to the values of Cooperation, Scientific Secretariat, excellence, and Sincerity, and modern and developing curriculums.	Carolina, in the United States, and globally.	managers and administrators.	KSA and be specialized in healthcare field and educate them on how to improve the quality of healthcare through various new technologies and understanding of different health systems around the world	healthcare field, and to contribute to the health, economic, and social well-being of New Jersey and nearby communities through research, policy, and planning in healthcare.	environments. Through a comprehensive competency based academic course of study, we prepare, educate and develop early and mid-career professionals working in the health services arena for competent and progressive decision -making and for increasing managerial responsibilities.	

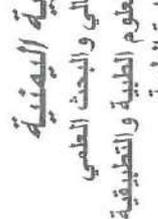
University	University of 21 Sept. For Medical and Applied Science	University of North Carolina	Florida International University	Saudi Electronic University	Rutgers University	University of Wisconsin Uwmilwaukee,	Majmaah University
Program objectives	1. Prepare administrative leaders, who are qualified intellectually, professionally, and scientifically, specializing in health services administration.	1. To have learning experiences that are not normally available in the classroom, but which are essential for sound training in Health Policy and Management	1. To provide professional studies in the theories, methods and practices of healthcare leadership, planning, analysis, continuous quality improvement, applied research, and policy development in health services organizations.	Acquire the knowledge and skills needed to identify and solve healthcare organizational problems using a systematic decision making approach.	1. Apply healthcare management theory and knowledge in finance, operations and quality improvement acquired in coursework to a specific situation/organization and to synthesize and integrate such knowledge	1. Providing students the ability to attend classes face-to-face or online.	
	2. Equip students with applied skills, and scientific research skills in health administration, that are aimed at addressing issues of health systems and institutions at all levels.	2. To test the validity and applicability of classroom learning to practice, and thus to develop the students own professional point of view	2. To offer an educational program that is available to working adult students with the aid of web-assisted courses.	2. Demonstrate the skills needed to manage, develop, and motivate organizations to	2. Analyze the healthcare environment and its influences on healthcare delivery.	2. Internships at outstanding healthcare organizations.	

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University	University of 21 Sept. For Medical and Applied Science	University of North Carolina	Florida International University	Saudi Electronic University	Rutgers University	University of Wisconsin Uwmilwaukee,	Majmaah University
	3. Develop moral values of students that are necessary to manage and operate the various health facilities, and enhance the principles of scientific integrity in preparing research.	3. To develop and refine operational skills, to gain relevant experience, and to enhance professional self-confidence as health administrators or policy analysts	3. To extend consultation and technical assistance to appropriate organizational settings and practitioners in health services and administrative practice.	3. Conduct a critical analysis of problems, research, solution alternatives, and the environment in the development and execution of a strategy as it relates to the	3. Demonstrate and uphold ethical and professional standards of professional practice	3. Guidance of our advisory board consisting of current healthcare administrators and accomplished UWM faculty.	



University	University of 21 Sept. For Medical and Applied Science	University of North Carolina	Florida International University	Saudi Electronic University	Rutgers University	University of Wisconsin Uwmilwaukee,	Majmaah University
	4. Meet the needs of the Yemeni health sector (private and public) of intellectually and professionally qualified cadres that are specialized in the health services administration field, to serve economic and social development, and to reduce depends entirely on external expertise.	4. To make a service contribution during the course of the practicum that will not only be useful to the organization, but also sharpen the students' administrative and/or analytical skills	4. To conduct scholarly and applied research and quality improvement strategies on various management problems and issues of significance to improve the delivery of health services	4. Develop awareness of the policies, procedures, laws, and ethics of the diverse array of healthcare alternatives.	4. Ensure success of organizational goals through leadership, team building and interpersonal relationship.	4. Enabling students to understand the complex interrelationships between health organizations, societal and cultural contexts, and biological systems, and the well-being of the individuals and populations affected by these interrelationships.	
	5. Improve the quality of health care services and raising the level of performance of health sector organizations, through enhancing the		5. To review and revise program curricula and objectives from time to time in order to keep current with the	5. Apply business administration and management knowledge to the healthcare	5. Use critical thinking, innovative problem solving and strategic decision-making techniques to address real		

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