INTRODUCTION TO THE
MASTERS
IN HEALTH PROFESSION
EDUCATION

Department of Medical Education
College of Medicine
King Saud bin Abdulaziz University for Health Sciences

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MASTERS IN HEALTH PROFESSION
EDUCATION

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Message from the Founding Dean

Prof. Youssef Al Eissa
Vice-President, Educational Affairs
King Saud bin Abdulaziz University for Health Sciences

I am pleased to present this booklet on the Masters of Health Profession Education (MHPE) of the Department of Medical Education (DME), College of Medicine (COM), King Saud bin Abdulaziz University for Health Sciences (KSAU-HS), updating and describing in detail the program's goals, major aspects, and objectives, its core outlines of the blocks, and Policies and Procedures. The MHPE is especially designed to promote leadership in medical education and to equip our master students with the necessary skills for leading health professions institutions.

The program has been very successful so far, and I look forward to its continued success as the pioneering program in the Kingdom. The curriculum, originally partially adapted from the renowned program at Maastricht University, the Netherlands, is now completely our own product and is implemented by very qualified faculty from the DME, in collaboration with international consultants in the field of medical education.

With this message, I would like to take the opportunity to thank the Department of Medical Education for their distinguished efforts in this ground-breaking venture in the Kingdom. I wish the Department and the participating students, success in achieving a high quality medical education program.

Message from the Dean

Dr Ahmed Al Rumayyan
Dean, College of Medicine
King Saud bin Abdulaziz University for Health Sciences

Structured medical education is relatively new in the Kingdom and definitely a need for a competent expertise in this field is vital. Fundamental integrated programs between theories and practice in various aspects of health profession education including development of a medical curriculum, assessment evaluation, as well as acquiring leadership and management skills become the foundation of all future health profession educators in this country.

It is the key responsibility of our faculty in the Department of Medical Education of the College of Medicine to mentor new aspiring health profession educators through experience gained in the Masters in Health Profession Education. So all of us associated with the Masters and the Department is delighted to work with you in your journey toward becoming leaders in health professions education. As the dean of the college, I am confident of the knowledge, stimulation and educational commitment your experience in the MHPE will engender. A constellation of experiences will give you the freedom to explore many avenues for enriching health profession education in the Kingdom.

This booklet is a good source of information to guide you in taking advantage of the many opportunities in many directions toward becoming a better grounded contemporary educator and an effective contemporary leader.

Message from the Associate Dean for Academic Affairs

Dr. Nawfal Al Jerian

Associate Dean for Student and Academic Affairs
College of Medicine
King Saud bin Abdulaziz University for Health Sciences

As associate dean of College of Medicine, King Saud bin Abdulaziz University for Health Sciences (KSAU-HS) and MHPE alumnus, it is my pleasure to introduce our MHPE program. The postgraduate program aim is to provide students a lifetime educational experience and to equip with the qualities necessary for future educational leadership.

Our unique program yields incredible benefits. Classroom learning experiences are designed to transfer information immediately, helping students to resolve current educational challenges and preparing them for greater responsibility within their institutions. Our adult learning approach emphasizes an advanced understanding of strategy, leadership and management to ensure maximum returns on their educational investment. The Program promotes and supports excellence in clinical teaching, curriculum design, clinical assessment, faculty development, research and program evaluation.

Although success in our program demands commitment and motivation, student will emerge a stronger and more capable leader. Learner will also gain a nationally recognized master's degree that will give an outstanding depth and breadth of educational experiences to prepare learners for challenging and productive careers.

For over 09 years this program has prepared dedicated leaders for supreme success in the world of education. Now, it's turn for future educationist!

Message from the Department Chairman

Dr. Ali Al Haqwi
Chairman, Department of Medical Education
College of Medicine
King Saud bin Abdulaziz University for Health Sciences

The first Masters in Health Profession Education Program (MHPE) was initiated by the Department of Medical Education in the College of Medicine; King Saud bin Abdulaziz University in Health Sciences, in academic year 2006-2007, and it graduated the first batch in 2009. Since then, the program has been an essential tool for achieving educational excellence, and effective implementation of innovative teaching methods in the University.

The MHPE is committed to provide educational knowledge and skills through a comprehensive program designed to prepare faculty members to educate and lead health professionals. The teaching strategy in this program is highly student-centered with student led presentations, problem-based learning. In addition, student projects complement with other activities such as student-led seminars, workshops, and interactive lectures.

The program provides students, coming from various fields of health professions, the opportunity to the leadership opportunity and prepares them to deliver quality standards and services in educational leadership roles and to improve their educational understanding, methods, and programs.

The highly stimulating curriculum and instructional activities of the program have been designed to best prepare dedicated students to become effective and successful health professions educators and educational leaders.

This booklet presents an overview and contents of the MHPE program to potential applicants and help participating students to understand the underpinning objectives and main features of the program.

Introduction

Medical education is a relatively recent specialty. Interest in the field initially appeared during the late '50s and increased through the '60s and '70s. By then it became clear to leaders in the field that the health professions education institutions were not being optimally served by traditional education curricula and lack of quality assurance and evaluative probity. They were often unable to provide effective application of the most recent teaching and learning theories and lacked the capability to incorporate these advances into educational and administrative technologies.

For the above mentioned reasons, renowned universities in the field of educational development worldwide have established their own medical education units (earliest with the short-lived Rochester University program, succeeded by the largest at the University of Illinois at Chicago in 1959, with McMaster University, Maastricht University, Dundee University, etc, soon to follow), These programs were increasingly staffed by qualified medical educators to provide educational services, conduct research, and establish faculty development and educational programs at the level of Masters initially, and, more recently, PhD. The KSAU-HS Department of Medical Education is committed to continue this progressive trend in the Kingdom of Saudi Arabia and has therefore pioneered the Masters in Medical Education.

To have a distinctive and successful Masters, in addition to its own reputable staff, the Department of Medical Education utilizes top experts from leading medical education institutions worldwide, having worked originally with materials from Maastricht University. The founding MME Director hailed from the first such Masters, in Chicago at the University of Illinois College of Medicine (MHPE, 1980), the model for the Maastricht MHPE (1990). Both UIC and Maastricht have worldwide recognition for their rich research programs in health professions education and unique expertise in the areas of curriculum,

evaluation, assessment, leadership, design and implementation of problem-based learning – all professionally relevant skills nurtured through systematic training and the use of innovative methods for student learning. Inspired by these forerunners, the KSAU-HS MME aspires to the same levels of excellence in the same broad array of areas relevant to educational leadership.

Mission: The Masters in Medical Education (MME) strives to produce qualified medical educators who are equipped with the requisite knowledge, skills, and attitude to contribute to and take a leading position in health professions education delivery, development, and research.

Vision: To realize a program of excellence utilizing advanced concepts of medical education to attract the best students and faculty.

Values: Five values will serve as a guideline in implementing and running the Masters program:

1. Relevance – to respond to priority educational challenges through realizing the program's educational, research, and services objectives.
2. Quality – to assure that program faculty, staff, and students will be committed to the highest standards of quality in medical education.
3. Content knowledge – to master advanced levels of knowledge in educational fields pertinent to medical education needs.
4. Leadership and teamwork building – to enhance leadership skills and individual responsibility among faculty, staff, and students in an inter-disciplinary, teamwork atmosphere.
5. Scientific creativity – to encourage the exploration and development of new ideas in medical education and research.

Program Description

Duration of the Program: two years, four academic semesters, the first three semesters covering nine blocks and the fourth semester reserved for the thesis/project.

Total Credit Hours: 42 Credit hours, guided by the regulation of the Ministry of Higher Education for postgraduate training.

The MME provides educational specialization and leadership opportunity to health professionals in the fields of medicine, dentistry, pharmacy, nursing, allied health, educational services, health ministry, and other health professions areas. It prepares its graduates to deliver quality service in educational leadership roles and to improve their educational understanding, methods, and designs in progressive, contemporary programs.

The MME focuses on the utilization of advanced and innovative instructional methods; its, delivery is multivariate: through various kinds of classroom activity, outside projects, and electronic learning aids such as SKYPE, Blackboard or Course Tool, and video conferencing. The on-line web site includes the curriculum contents and objectives, course timetables, PBL problems, lectures, student presentations, references, relevant links, and a system for student supervision and follow-up where indicated.

The MME's 9 regular blocks, averaging six weeks each, focus on specific learning topics, all inter-related to form an integrated whole. Then, in the project semester, information competencies, and skills gained in these blocks are combined to complete a major masters project, on a research topic or a curriculum or program building project presented at the culmination of the 2 year program.

Student assessment processes consist of a variety of methods - individual assignments, PBL tutorials, group presentations and seminars, quizzes and final exams). The exact components and weights are designed to reflect the respective learning outcomes for each block.

Program Objectives

The program aims at promoting the acquisition of knowledge, skills, and attitudes in the field of medical education. The learning objectives are based on the competencies and task analyses of those job descriptions expected to be performed by graduates. These competencies are gradually built and developed throughout the course of the program. In general, at the end of the program the graduate is expected to:

» Critically evaluate the theoretical and empirical educational literature particularly as it relates to education for the health professions;

» Plan, design, and implement a relevant course for health professionals based on international principles of learning and instruction, with special reference to workplace-centered problem-based learning;

» Provide scientifically based advice and assistance in medical education to teachers, curriculum committees, and management of educational units, and to promote implementation of related skills;

» Demonstrate effective teaching and communication skills;

» Show high quality students assessment by using the proper tools.

» Plan, design, and implement an adequate evaluation strategy and effect in proper utilization;

» Implement new trends in medical education e.g. Problem-Based Learning, recent Adult Learning Principles and, Community-Based Education;

» Develop and enhance the programs of Continuing Medical Education (CME) and Evidence-Based Medicine (EBM); and,

» Conduct research studies on topics significant to the field; and, for that purpose, to teach how to formulate a research question, design a study, collect reliable and valid data, perform appropriate statistical analyses, and interpret and report research findings.

Curriculum Timetable:

Title, Codes, Credit Hours and Semester

Semester	#	Block Title	Code & Number	Credit Hours
1	1	Problem-Based Education & Study Skills	EDUC 501	3
	2	Learning and Cognition	EDUC 511	4
	3	Curriculum and Instruction	EDUC 512	4
2	4	Program and Faculty Evaluation	EDUC 513	5
	5	Organization, Management and Leadership	EDUC 514	6
	6	Design of Authentic Learning Environments	EDUC 515	3
3	7	Basics of Research in Education: Methods & Techniques	EDUC 601	5
	8	Student Assessment	EDUC 611	4
	9	Faculty Development	EDUC 612	3
4	10	Masters Project	EDUC 613	5
TOTAL				42

Description of Semesters

Semester 1

Block	Code & No.	Block Title	CHR
1	EDUC 501	Problem-Based Education & Study Skills	3
2	EDUC 511	Learning and Cognition	4
3	EDUC 512	Curriculum and Instruction	4
		Total credit hours	11

Semester 2

Block	Code & No.	Block Title	CHR
4	EDUC 513	Program and Faculty Evaluation	5
5	EDUC 514	Organization, Management and Leadership	6
6	EDUC 515	Design of Authentic Learning Environments	3
		Total credit hours	14

Semester 3

Block	Code & No.	Block Title	CHR
7	EDUC 601	Basics of Research in Education: Methods and Techniques	5
8	EDUC 611	Student Assessment	4
9	EDUC 612	Faculty Development	3
		Total credit hours	12

Semester 4

Block	Code & No.	Block Title	CHR
10	EDUC 613	Masters Project	5
		Total credit hours	5

Block Descriptions

Semester 1 (11 credit hours)

Block 1: Introduction to Medical Education (3 credit hours)

Block Title	Problem-Based Education & Study Skills
Code & Number	EDUC 501
Credit Hours	3

This block provides an overview of the MME and of major issues in health professions education. It introduces core principles and theories about learning and emphasizes contemporary trends such as PBL. Study skills are discussed during this block and students practice small-group work along the way and learn to collaborate using electronic tools. Basic education methodologies, evaluation, and EBM are also introduced during the block.

Block 2: Learning and Cognition (4 credit hours)

Block Title	Learning and Cognition
Code & Number	EDUC 511
Credit Hours	4

Students deepen their insight into historical foundations and modern principles and concepts of knowledge and learning. Classical origins and philosophical backgrounds of contemporary learning theories are surveyed. Current theory and practice rooted in behaviorist, gestalt, cognitivist, and constructivist psychological perspectives are comparatively studied. Issues such as rationalism vs. empiricism; nativist vs. experiential learning (nature vs. nurture); reinforcement vs. contiguity theories; cognitive structures, memory, and information processing; student-centered, contextual, and adult learning principles; and problem-solving and creativity are key component areas for this block.

Block 3: Curriculum and Instruction (4 credit hours)

Block Title	Curriculum and Instruction
Code & Number	EDUC 512
Credit Hours	4

Modern practices in curriculum design and instructional methods, as well as their effects on learning, are addressed in this block. Students are introduced to goals, objectives, instructional strategies, assessment, curriculum evaluation; and basic planning, application, interpretation, and analysis in these areas. Key concepts and criteria for quality educational programs are also discussed. A systematic multi-step process for curriculum development, with student projects implementing the steps, is used throughout the block.

Semester 2 (14 credit hours)

Block 4: Program and Faculty Evaluation (5 credit hours)

Block Title	Program and Faculty Evaluation
Code & Number	EDUC 513
Credit Hours	5

Basic evaluation concepts, principles, and evaluation standards are introduced, studied, and applied in work exercises. A survey of evaluation history, various approaches, purposes, and philosophies undergirds the block. Actual evaluation plans are developed by each student, including inquiry methodologies, data sources, collection strategies, timetables and budgetary plans, along with analysis, interpretation, and reporting strategies. Follow-up procedures are also included, all with reference to contextual, political, and logistical considerations. All is set against the Program and Personnel Evaluation Standards. Particular effort is made to incorporate students' real-life scenarios in evaluation planning and projects.

Block 5: Organization, Management, and Leadership (6 credit hours)

Block Title	Organization, Management, and Leadership
Code & Number	EDUC 514
Credit Hours	6

This block addresses different organizational structures in both corporate and educational cultures. Various management strategies and leadership styles are studied with attention to contextual adaptation. Concepts of educational leadership and management are related to organizational structure, climate, and human resource management, emphasizing alternative leadership modes. The primary instructional strategy is student-led, interactive seminar, usually with seminar leaders working in pairs. Also central to this block are issues of organizational change, change environments, change implementation and management, and organizational analysis, all linked to implementation and maintenance of educational innovation.

Block 6: Design of Authentic Learning Environments (3 credit hours)

Block Title	Design of Authentic Learning Environments
Code & Number	EDUC 515
Credit Hours	3

Medical educators need to be able to function competently in a variety of educational and health care contexts. The student is challenged to design educational interventions with sensitive, relevant, hands-on experience, based on theoretical principles. Application of materials from the Curriculum and Instruction Blocks is set in authentic practice environments, including community-based learning, clinical skills and micro skills, and early patient encounters. Creative teaching and innovative programming are encouraged.

Semester 3 (12 credit hours)

Block 7: Basics of Research in Education: Methods and Techniques (5 credit hours)

Block Title	Basics of Research in Education: Methods and Techniques
Code & Number	EDUC 601
Credit Hours	5

This block addresses the empirical cycle, and discusses various types of qualitative and quantitative research (including quasi-experimental and descriptive). Students formulate a research question and make a critical appraisal of the relevant literature. Comparative research designs are considered, with classic reliability and validity theory. In statistics, descriptive data are dealt with via sample distributions and frequency tables. Analytical methods such as t-test, correlation co-efficient, chi-square, and, where relevant to student projects, analysis of variance, simple regression analysis, and exploratory factor analysis are introduced and applied. Ethical issues, research review boards, and clinical trials are covered. Individual work is tempered to exploration and discussion of initial plans for research including proposal preparation for research committee review.

Block 8: Student Assessment (4 credit hours)

Block Title	Student Assessment
Code & Number	EDUC 611
Credit Hours	4

Basic principles of test construction, blueprinting, assessment methods, standards setting, assessment program systems management, and related statistics are covered in Block 7. Methods examined in depth include MCQ, Extended Multiple Choice, OSCE, OSPE, and Short Answer. Issues of reliability, validity, and difficulty level, are also examined, and differences between

competency-based exams and norm-referenced grading methods are explained.

Block 9: Faculty Development (3 credit hours)

Block Title	Faculty Development
Code & Number	EDUC 612
Credit Hours	3

This block presents a variety of strategies for faculty development, both remedial and enhancing. Formative analysis, feedback, treatment and enhancement programs, follow-up, and documentation of educational contribution and progress are discussed. Particular emphasis is given to work related to the student's work environment and responsibilities, as well as to latest innovative educational methodologies. Workshop planning, seminar series, portfolio development, and individual needs assessment all constitute relevant areas related to faculty development. Students' real-life scenarios are used to identify individual priorities.

Semester 4 (5 credit hours)

Block 10: Project (5 credit hours)

Block Title	Masters Project
Code & Number	EDUC 613
Credit Hours	5

All students must complete a project as part of their Masters Program. The thesis must be presented with strong rationale, a professional reference base, and a structure befitting the type of project undertaken. Empirical, program-building, or theoretical theses are options. Thus, the project may entail constructing a project or program design of considerable dimension or conducting a research project utilizing experimental or quasi experimental designs, and utilizing qualitative and/or quantitative methodologies. Theoretical theses examine a

concept, principle, theory, or paradigm of justifiable and timely relevance, in significant depth to comprise a contribution to the field. Appropriate literature studies are expected, whichever option is pursued.

Assessment Methods

Assessment varies from block to block, depending on the respective emphases of respective blocks, with all or most of the following possible components:

Individual assignments	15-20%
Student seminars/group presentations	20-30%
PBL tutorials	0-15%
Workshops	15-40%
Quizzes	0-10%
Final exam (mandated)	30-40%
Total	100%

Block Evaluation

All blocks are evaluated by the independent Evaluation Unit under controlled conditions, assuring anonymity. In particular, students' End of Block Evaluations are conducted at the end of the last day of class, in a separate, secure room. This is done before students are shown their grades; in parallel blind fashion, faculty must submit block grades before receiving evaluation results.

1- Evaluation Unit
- Students' End of Block Evaluation form (Evaluation Unit)
- Retrospective Evaluations (Occasional as requested, Evaluation Unit)

2- Internal-block Formative Evaluation
- Course evaluation forms for various activities (Optional, internal)
- Open discussion sessions for comments and feedback on the Block (Optional, internal)

Applications/Admissions

Academic Requirements:

1. GPA not less than 3.5 for Medicine graduates
2. GPA not less than 3.75 for Dental, Pharmacology, Nursing and other applied science graduates

Application Requirements:

1. Saudi Nationality
2. Bachelor degree: Medicine, Dental, Pharmacology, Nursing and other applied science graduates
3. GPA not less than 3.5 for Medicine graduates, nor less than 3.75 for Dental, Pharmacology, Nursing and other applied science graduates
4. Excellent English language
5. Candidate statement of intention/purpose/interest in the program
6. An employee agreement to study for two academic years
7. Employer agreement to permit participation in the program
8. Two reference letters

Expected number of students per Batch: 18-25 students

MHPE Policies and Procedures

Registration:

The process of specifying and approving the courses to be studied by new or old students at the beginning of each semester, and the process for admittance to the courses are:

- The registration period has a beginning and ending date.
- Students may not register for two postgraduate programs simultaneously.

Academic Record:

The statement that shows a student's academic progress. It includes courses studied in each semester with codes and numbers and specified credit hours, and the grades obtained (with values and symbols). The record reveals semester GPA, and the cumulative GPA and overall grades, in addition to the exempted courses of transferred students.

Academic Year:

The period comprised of two main semesters.

Academic Semester:

A minimum of a fifteen-week period during which courses are taught not including registration and the final examination periods.

Academic Warnings and Dismissal:

Notification forwarded to a student when his/her cumulative GPA score is less than 3.75, the minimum stated in these regulations.

A student will be dismissed when his/her cumulative GPA in two consecutive semesters is less than 3.75.

Rules & Regulations for Moving from One Level to Another:

If a student fails a course, he/she shall be obligated to retake the failed course plus other courses from the next level up provided that:

- Course registration is governed by the curriculum study plan and schedules.
- The student's study load is consonant with his/her cumulative GPA and the availability of the offered block, as approved by the MME Curriculum Committee.
- There are no detrimental conflicts in the student's schedule.
- In the event that student is unable to register for courses from the next level up (owing to schedule conflict, incompletion of a prerequisite, or completion of all the courses of that level) he/she shall be allowed to complete the study load from courses of other allowable levels. However, students' qualification to make up for missed block/s depends on availability of the respective block/s and approval of the MME Committee.

Final Examination:

The composite elements of the final exam at the end of each block must constitute a minimum of 30% and a maximum of 40% of the final grade.

Final Exam Mark:

The course/block grade scored by the student in the final examination.
- The final exam should be as comprehensive as possible to cover all major block content and objectives.
- Attendance of 75% is prerequisite for taking the final exam. A student who is debarred from taking an examination due to absenteeism will be considered as having "Failed" in the course/block and a DN grade will be placed in his/her academic record. The College Council will approve the list of debarred students, which will then be submitted to the Admissions

and Registration Office so that the failed course will be calculated within the student's semester and cumulative GPA for the purpose of warning and subsequent dismissal.

- If a student is unable to attend the final examination in any of the courses/blocks, for valid reasons beyond his/her control and does not take the make-up within four weeks, the MME Committee may, with given compelling reasons, accept his/her request and allow him/her to take a substitute examination within a period no later than the end of the next semester. In case of failure to take the final examination within the four week period, the student should submit the unavoidable reason for the absence within the first week of the date of the original examination he/she missed. The grade for the missed examination will be IC. The final grade will be given after the student takes the substitute examination. The substitute exam should be comparable in content and difficulty to the original.

- The College Council, or its designee, has the right to make an exception and give a student permission to take the final examination in a course even if he/she was previously debarred from taking said examination, provided that he/she has submitted a justifiable reason that has been approved by the College Council, and that the attendance percentage of that student in the course/block is not less than 65%.

- However, failure to complete such requirement in due time may oblige giving a grade of "Failed".

- A student who fails a block is allowed to sit for remedial exam within one month from the date of the concerned block. The remedial exam grade will be considered as the final exam (full equivalence) for the respective block and the grade given will be "C" as long as the remedial exam is a C or higher.

- A student who fails the remedial exam will retake the Block when offered.

- The remedial exam will be designed and administered by the Block Coordinator or, if necessary, by a designee of the MME Director, and approved by the MME Director and the Department Chair.

Final Mark:

Total marks of block's continuous assessment scores plus the final exam mark; based on a total of 100 %.

The Grade:

The percentage translated into an alphabetical code of the final mark scored by the student in each course/block, as follows:

Grade Code	Score Range	Points	Meaning
A+	95-100	5.00	Excellent Plus
A	90-less than 95	4.75	Excellent
B+	85-less than 90	4.50	Very good plus
B	80-less than 85	4.00	Very good
C+	75-less than 80	3.50	Good plus
C	70-less than 75	3.00	Good
D+	65-less than 70	2.50	High pass
D	60-less than 65	2.00	Pass
F	Less than 60	1.00	Fail

Incomplete Grade:

A temporary grade, given when the student cannot complete a course in due time. Its symbol in the academic record is (ل) or (IC). The course must be completed by the next semester. Otherwise, unless alternative provisions are made, a grade of F will be assigned.

Dropping a Semester:

A student who discontinues studies within a semester is not regarded as having failed if he/she produces a justifiable reason to the MME Committee or the College Council at least one week before the final exam of the first block in the concerned semester.

Dropping a Block:

A student who discontinues studies within a block is not regarded as having failed if he produces a justifiable reason to the MME Committee or College Council at least two weeks before the final examination. In such a case "W" will be placed in the student's academic record.

Postponement of Study:

A student may postpone studies prior to the beginning of a semester for a valid reason acceptable to the MME Committee or College Council provided that the period of postponement does not exceed two consecutive semesters or a maximum of four non-consecutive semesters during the prescribed period of study in the College; otherwise the student will be dismissed from the College.

If a student discontinues studies for a whole semester without applying for postponement, his/her enrollment will be cancelled.

Discontinuation of Studies:

If a student discontinues his/her studies within a semester without applying for a postponement of studies, he/she will be dismissed and his/her enrollment will be cancelled. Is this necessary? Does it not duplicate the above?

Leave Status:

Students who need to take "Leave Status" for valid reasons should complete the proper form (Academic Affairs Office) and get endorsement by the MME Director, Department Chairman, and approval by the Associate Dean for Academic Affairs.

Dismissal from the Program:

A student may be dismissed from the MME program in the following cases:

- If the student's cumulative GPA drops below the minimum of 3.75 (out of 5) in two consecutive semesters, unless that drop is due to a reason accepted by the MME Committee and the College Council, and provided that the student will not be about to exhaust legal options specified herein. The University Council, on the recommendation of the College Council, may give the student a third semester to raise his/her GPA to the 3.75 criterion.
- If the student does not complete graduation requirements during a maximum period of four years (eight semesters), starting from the time he/she joined the program.
- For disciplinary reason/s.
- If the student accepted into the program did not register within the assigned period or provide acceptable explanation for the failure to register.
- If the student withdraws without explanation or is absent from the program for one semester without reasonable justification.

Activities Subject to Disciplinary Action:

Violations of the College Rules and Regulations, such as those listed below, will lead to disciplinary action: (Refer to Article 2.5.2 of the College Bylaws)

- Actions against College systems or College property;
- Any action, which is detrimental to professional honor and dignity or which violates good conduct, either inside or outside the College;
- Any cheating in the examinations or attempting to cheat. This includes cheating in reports and study projects and demonstrable plagiarism;
- Violating examination instructions or disrupting the controlled examination atmosphere;

- Damage or attempts to damage College, faculty, or student possessions, equipment, materials, books or lab/library holdings;
- Issuing or distributing disruptive circulars on college grounds, or collecting money or signatures on college grounds without prior approval from the College;
- Misconduct with colleagues, staff, faculty members, and visiting instructors and workers of companies serving the College; or abusing them verbally or physically;
- Forging academic documents or other public notices or using these for any illegal purposes.

Disciplinary Penalties, in ascending order of severity, are:

- Written notice from the MME Director with approval of the MME Committee;
- Written warning recommended by the MME Director; approved by the MME Committee, and issued by the Associate Dean of Academic Affairs;
- Depriving the student from registering for one course/block or more, as determined by the MME Committee and College Council;
- Depriving the student from registering for one semester or more, as determined by the MME Committee and College Council;
- Dismissal of the student from the College for one semester or more, as determined by the MME Committee and College Council;
- Total dismissal from the College, as determined by the MME Committee, and College Council.
- A student whose enrollment has been cancelled for academic or disciplinary reasons in any of the latter three cases above cannot be readmitted without approval of the MME Committee, the College Council, and the University Council

Appeals Process:

A student wishing to appeal any of the above disciplinary actions must:

- Present his/her case to the MME Committee for comment, after which;
- Refer the appeal to an Ad Hoc Appeals Committee formed by the Associate Dean for Academic Affairs, thereafter;
- The Ad Hoc Committee's decision will be forwarded to the College Council for final action.

MHPE Faculty

Full-Time Faculty

Ali Al Haqwi, PhD
Associate Professor of Medical Education
Chairman, Department of Medical Education, College of Medicine
King Saud bin Abdulaziz University for Health Sciences

Bashir Hamad, MD, DEd
Professor of Medical Education, College of Medicine, KSAU-HS
Founding Dean of the Faculty of Medicine, University of Gezira, Sudan
Founding Dean of the Faculty of Health Sciences, United Arab Emirates
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Henk Schmidt, PhD
Professor of Medical Education
Rector Magnificus, Professor of Psychology
Erasmus University, Faculty of Social Sciences, Rotterdam

Mohi Eldin Magzoub, PhD
Professor of Medical Education
King Saud bin Abdulaziz University for Health Sciences

Sajida Agha, PhD
Associate Professor of Medical Education
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Emad Masuadi, PhD
Assistant Professor of Medical Education
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Mohamud Salaad Mohamud, PhD

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Nasr Eldin M. Ahmed, MHPE, PhD

Lecturer of Medical Education

Program Coordinator, Masters in Health Profession Education

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Tarig Awad Mohamed Abdel Gadir, MHPE, PhD

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Aamir Omair, MPH

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Reem Al Subait, MHPE

Lecturer of Medical Education,

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Afaf Moukadeem, MPH

Lecturer of Medical Education,

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Nazish Masud, MPH

Lecturer of Medical Education,

King Saud bin Abdulaziz University for Health Sciences

Mohammed Anwar Khan, MHPE

Lecturer of Medical Education

Program Coordinator, Masters in Health Profession Education

King Saud bin Abdulaziz University for Health Sciences

Part-Time Faculty

Mansour Mubarak
Assistant Professor of Medical Education
Chairman, College of Medicine – Jeddah
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Wesam Abuznadah, MD
Assistant Professor
Chairman, College of Medicine – Jeddah
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Mohammed Al Moamary
Professor
King Saud bin Abdulaziz University for Health Sciences

Ahmed Al Rumayyan
Professor
King Saud bin Abdulaziz University for Health Sciences

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