



Program Specification

(Postgraduate Programs)

Program Name:	Master of Healthcare Administration
Program Code (per the Saudi Standard Classification of Educational Levels and Specializations):	747
Qualification Level:	Level 7
Department:	Public Health
College:	College of Health Sciences
Institution:	Saudi Electronic University
Program Specification:	New ☐ updated* ☒
Last Review Date:	14/09/2025

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information:

1. Program's Main Location:

Riyadh

2. Branches Offering the Program (if any):

- Branch 1. Male and Female Campus/Jeddah
- Branch 2. Male and Female Campus/Dammam
- Branch 3. Male and Female Campus/Abha

3. System of Study:

☒ Coursework & Thesis ☐ Coursework

4. Mode of Study:

☐ On Campus ☐ Distance Education ☒ Other Blended learning (specify)

5. Partnerships with other parties (if any) and the nature of each:

- Partnership Arrangement: Partnership collaboration with Colorado State University-Global
- Type of Partnership: Educational Strategic long-term partnership
- Duration of Partnership: Open duration

6. Professions/jobs for which students are qualified:

- Hospital and health management
- Health care information systems.
- Research and consultation
- Health care strategic planning
- Health insurance
- Residential care
- Public health
- Teaching and training
- National and intentional organization

7. Relevant occupational/ Professional sectors:

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. N/A		

9. Exit Points/Awarded Degree (if any):

Exit points/Awarded degree	Credit hours
1. N/A	

10. Total credit hours: (36)





B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

To empower graduate students with advanced knowledge, scientific research, and skills to deliver high-quality healthcare in Saudi Arabia, leveraging emerging technologies and global health insights, while contributing to the production, dissemination, and utilization of knowledge in the healthcare field.

2. Program Goals:

- Develop and incorporate leadership skills in students.
- Develop knowledge in students regarding various management administrative activities.
- Develop understanding and awareness of the policies, laws, politics, problems, and issues facing the healthcare industry.
- Deliver knowledge of current best practices important to managing within a healthcare environment.
- Prepares students for a wide variety of leadership roles within the healthcare industry.

3. Program Learning Outcomes:*

Knowledge and Understanding:

K1	Describe the emerging healthcare administration landscape, structure and design of effective healthcare organizations, the role of management in promoting healthcare systems and financial resources, the impact of health and disease on a nation and its economy, national security, culture, and global presence.
K2	Outline functional key challenges for healthcare settings, development of healthcare law and policy, different processes of quality improvement, research methods and applying information technology in healthcare administration.

Skills:

S1	Demonstrate the ability to use different statistical tools in interpretation the results of different research in public health administration field and how to use technology to improve healthcare information system.
S2	Differentiate various problems arising in the healthcare field and quality of healthcare which needed for improving performance of healthcare systems.
S3	Analyze economic implications of expenditure and the application of basic financial management in different healthcare organizations.

Values, Autonomy, and Responsibility:

V1	Evaluate ethical and legal issues relevant to the policies, practices, and management of healthcare delivery within the different healthcare organizations.
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* * Add a table for each track (if any)





C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	10	30	83.4
	Elective	1	3	8.3
Graduation Project (if any)		1	3	8.3
Thesis (if any)				
Field Experience (if any)		1	0	
Others (.....)				
Total		13	36	100

* Add a separate table for each track (if any).

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	HCM500	Healthcare Systems	Required	None	3	College level
	HCM502	Organizational Behavior and Human Resources in Healthcare	Required	None	3	Program level
	HCM505	Research Methodology in health management	Required	None	3	College level
Level 2	HCM506	Applied Biostatistics in Healthcare Administration	Required	HCM505	3	Program level
	HCM515	Health Law and Ethics	Required	HCM500	3	Program level
	HCM563	Healthcare Insurance	Required	None	3	Program level
Level 3	HCM520	Quality and Patient Safety	Required	HCM500	3	Program level
	HCM550	Healthcare Policy Analysis and development	Required	HCM500	3	Program level
	HCM565	Healthcare Finance	Required	None	3	Program level
Level 4	HCM570	Healthcare Information Systems	Required	HM500	3	Program level
	HCM600	Research Project	Required	(Passed HCM505, HCM506, and 15 credit hours)	3	Program level
Elective Courses	HCM501	Healthcare Administration	Elective	None	3	Program level
	HCM574	Public Health	Elective	None	3	Program level
	HCM564	Healthcare Economics	Elective	HM500	3	Program level
Internship	HCM 599	8 weeks training period in Healthcare Organizations and related field	Required	Complete 27 credits hours	0	Program level

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)





3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

<https://tawkeed.seu.edu.sa/>

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with the program's courses according to the desired performance levels.

(I = Introduced, P = Practiced, M = Mastered).

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	-- -	V1	V2	----
HCM500	I (CLO1)	I(CLO2)		/	I(CLO3)	I(CLO4)		I(CLO5)		
HCM501	I (CLO1)	I(CLO2)		I(CLO3)	I(CLO4)	/		I(CLO5)		
HCM502	I (CLO1)	I(CLO2)		I(CLO3)	I(CLO4)	/		I(CLO5)		
HCM505	I (CLO1)	I(CLO2)		P(CLO3)	I(CLO4)	/		M(CLO5)		
HCM506	I (CLO1)	I(CLO2)		P(CLO3)	/	/		M(CLO4)		
HCM515	I (CLO1)	I(CLO2)		P(CLO3)	P(CLO4)	/		M(CLO5)		
HCM520	P (CLO1)	P(CLO2)		P(CLO3)	P(CLO4)	/		M(CLO5)		
HCM550	P (CLO1)	P(CLO2)		/	M(CLO3)	/		M(CLO4)		
HCM563	M (CLO1)	M(CLO2)		/	M(CLO3)	M(CLO4)		M(CLO5)		
HCM564	M (CLO1)	M(CLO2)		M(CLO3)	/	M(CLO4)		M(CLO5)		
HCM565	M (CLO1)	M(CLO2)		/	M(CLO3)	M(CLO4)		M(CLO5)		
HCM570	/	M (CLO1)		M(CLO2)	M(CLO3)	/		M(CLO4)		
HCM574	M (CLO1)	M(CLO2)		M(CLO3)	/	/		M(CLO4)		
HCM600	M (CLO1)	M(CLO2)		M(CLO3)	M(CLO4)	/		M(CLO5)		
HCM599	M (CLO1)	/		M(CLO2)	M(CLO3)	/		M(CLO4)		
Thesis (if any)										

* Add a separate table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes:

Describe teaching and learning strategies to achieve the program's learning outcomes in all areas.

1. Group teaching (F2F Lectures)
2. Active learning (groupwork case study, problem-solving exercises)
3. Problem based learning (assignments, projects)
4. Virtual sessions
5. Class Discussion



6. Assessment Methods for program learning outcomes:

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least once in the program's cycle).

1. Class Activities
2. Critical Thinking (4 Critical Thinking)
3. Discussion (4 Discussion Questions)
4. Quizzes (6 quizzes)
5. Midterm Exam
6. Final Exam
7. Student course evaluation.
8. Student program evaluation

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

Students may register for the research project course once they have fulfilled the required academic conditions. The regulations and procedures for registration, along with the responsibilities for scientific guidance, are as follows:

- **Eligibility Requirements**
 - The student must have successfully completed at least 15 credit hours from the study plan of the program.
 - The student must be regularly enrolled in the semester in which they wish to register for the research project course.
 - The student must have successfully passed the prerequisite courses:
 - *Research Methodology in Health Management (HCM 505)*
 - *Applied Biostatistics in Healthcare Administration (HCM 506)*
- **Registration Procedures**
 - Upon meeting the eligibility criteria, the student submits a request to register for the research project course.
 - The request is reviewed and approved in line with the program's academic regulations.
- **Responsibilities of Scientific Guidance**
 - The academic supervisor is assigned to provide continuous scientific guidance throughout the research project.

- Responsibilities of the supervisor include assisting the student in refining the research idea, ensuring methodological robustness, monitoring progress, and guiding the student through ethical and academic requirements.

2. Scientific Supervision:

(The regulations of the selection of the academic supervisor and their responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

The scientific supervision process for research projects follows structured stages to ensure quality and compliance with regulations. The responsibilities of the supervisor and the mechanisms of supervision and follow-up include the following steps:

1. Course Registration

- Students may register for the research project course once they have successfully passed its prerequisites.

2. Approval of Research Title

- Before preparing the proposal, the student submits a request to the supervisor for initial approval of the project title using Form 1.
- The supervisor signs and forwards the form to the Scientific Research Supervision Committee, which reviews and either approves or rejects the proposed title.

3. Submission of Research Proposal

- Upon approval of the title, the student submits the research proposal to the supervisor using Form 2, including the research topic, its significance, implementation plan, and a timeline.

4. Ethical Approval (if required)

- If the project requires ethical approval, the student must fulfill all requirements of the Scientific Research Ethics Committee, under the supervisor's guidance.

5. Request for Delivery and Discussion

- The student must submit a formal request for the project delivery and defense date at least four weeks before submission.
- The student may also request feedback from the discussion committee members, provided the project is submitted to them at least three weeks before the final deadline.

6. Submission of Final Project

- The completed project is submitted to the supervisor along with a plagiarism report. The similarity index must not exceed 25% (excluding references). Projects exceeding this limit are not accepted.

7. Evaluation and Presentation



- The student presents the project before the discussion committee, with postgraduate students invited to attend.
- The committee evaluates the project using the Presentation Evaluation Form (Form 4).
- Final grading is distributed according to the approved evaluation table.
 - i. Evaluation table:

Activity	Evaluation members	Grade	Total grade
Final paper Evaluation	Supervisor	40	80
	Examiner 1	20	
	Examiner 2	20	
Presentation Evaluation	Supervisor	10	20
	Examiner 1	5	
	Examiner 2	5	

3. Thesis Defense/Examination:

(The regulations for selection of the defence/examination committee and the requirements to proceed for thesis defence, the procedures for defence and approval of the thesis, and criteria for evaluation of the thesis)

The process of thesis defense and examination is governed by clear regulations, the procedures include the following:

1. Selection of Examination Committee

- The examination (defense) committee is appointed by the Scientific Research Supervision Committee.
- The committee consists of the research supervisor and two additional faculty members.

2. Evaluation Process

- Evaluation of the research is carried out using the Final Research Evaluation Form (Form 3).
- Each committee member independently evaluates the research project.
- To ensure impartiality, the evaluation is conducted anonymously, without disclosing the name of the student or the supervisor.

3. Defense Procedures

- The student presents the research project before the examination committee.
- The committee may pose questions, provide feedback, and assess the student's ability to defend the research.

4. Grading and Approval



- The student's final grade for the research project is the sum of the grades awarded by all members of the examination committee.
- The maximum time allowed for completing all requirements of the research project, including defense, is two academic semesters (excluding the summer semester).

H. Student Admission and Support:

1. Student Admission Requirements:

The program's admission rules are done in accordance with SEU guidelines for admission and requirements which are published on the university website and available on the student service guide on the DGS

<https://seu.edu.sa/gs/en/guides/>

2. Guidance and Orientation Programs for New Students:

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

The program provides additional guidance and orientation activities tailored to the needs of its students, beyond those offered at the institutional level. These include:

1. Program-Level Orientation

- At the beginning of each semester, the program administrators organize an orientation session to familiarize students with the program structure, academic regulations, and available resources.

2. Course-Specific Orientation

- During the first week of each semester, each course instructor conducts an orientation session for their respective course. This session covers the course outline, learning outcomes, assessment methods, and expectations.

3. College- and Department-Level Orientation

- The College of Health Sciences (CHS) and the Deanship of Graduate Studies (DGS) hold a joint periodic orientation meeting for all graduate students at the beginning of each academic year. This meeting introduces students to college-wide resources, research opportunities, and academic policies.

3. Student Counseling Services:

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level)





Academic advising and counselling are services offered to students as an opportunity to maximize their learning outcomes. The university has a manual explaining all student counselling services and it has a dedicated section on the university website:

<https://seu.edu.sa/hsc/ar/guide/>

<https://seu.edu.sa/aasa/en/counseling-center/>

Also, at the beginning of each semester, academic advisors are appointed by the college for each level of students to provide counselling and solve any problems that might occur. The banner system shows the students grades and schedule, this information is provided to each academic advisor only and is dealt with confidentiality and privacy. Underachieving students are generally handled by the academic advisor to help and report to the Mental and Behavioral Guidance and counselling to provide simple, flexible, and confidential social counselling.

4. Special Support:

(Low achievers, disabled, and talented students).

The academic advising unit explains the process in their guide which includes training academic advisors on advising for groups that require special skills, such as gifted and talented students, and making appropriate referrals when needed.

For disabled students, the committee for special needs provides support, and it is currently developing a database for special needs students within SEU to accommodate their needs throughout academic journey. Disabilities Unit with Special Needs and People available at:

<https://seu.edu.sa/ar/departments/student-support-and-assistance-department/about/>

<https://seu.edu.sa/aasa/en/counseling-center/#seventh>



E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	3			2	1	3
Associate Professor	7			5	2	7
Assistant Professor	53			26	27	53
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

Learning resources required by the program (textbooks, references, e-learning resources, web-based resources, etc.)

Internal policies and regulations include SEU manual for designing and reviewing academic programs and SEU manual for teaching and assessment strategies. SEU has a comprehensive procedural manual which details all the steps that need to be followed in order to carry out most of the University academic and administrative processes.

- SEU Department of Knowledge Resources (DKR) is responsible for providing learning resources and related services.
- Programs, faculty, and students can contact the Department of Knowledge Resources to request any needed resources through an online platform to assist students and faculty anytime, anywhere: through an online platform to assist students and faculty anytime, anywhere: <https://seu.app.deepknowledge.io/home>
- Resources: access to the SEU digital library which includes eBooks, scholarly articles, theses, proceedings, and multimedia, which includes eBooks, scholarly articles, theses, proceedings, and multimedia; full access to the full access to the full access to the full access to the full access to the full access to the full access to the Saudi Digital Library courses' materials via BB ; Office 365 and RefWorks; computers and printing machines as well and quiet places for reading.
- The Department of Knowledge Resources efficiently manages the learning resources at university through approved policies and procedures (e.g., requesting books learning resources).
- SEU uses several mediums to provide students with directions and guidelines on how to access and use its electronic materials and IT system: manuals, training workshops, YouTube channels, and Da'am system.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

The program has the suitable classrooms and facilities for its needs in the department. The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards. Each classroom include E-podium, projector, and free internet.

3. Procedures to ensure a healthy and safe learning environment:

(According to the nature of the program)

SEU has a risk management plan and has formed the Standing Committee for Safety Emergency to provide necessary resources to activate the risk management plan and extend scope of this committee it has been restructured and named the "standing committee for occupational safety and health.

<https://seu.edu.sa/aosas/ar/home/>

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

The quality requirements are checked by the quality committee and the head of the department for the exams, course work division and course files report to ensure they meet the NCAAA requirements. Additionally, an annual program report is conducted that assess the program and the outcome is an improvement plan which is applied the next year and assessed yearly.

https://seu.edu.sa/media/1113629/quality-assurance_31523.pdf

2. Program Quality Monitoring Procedures:

Course Survey will be conducted at the end of each course and the student experience survey will be conducted at the end of the first year to measure students' experience. The result of the course survey and the quality improvement plan in the course report, while the student Survey results, analysis, and plan for quality improvement will be included in the program report.

Also, every instructor fills a course report through Tawkeed platform, and this course report is checked by the course coordinator followed by the quality manager then the head of department and the departments council.

3. Procedures to Monitor Quality of Courses Taught by other Departments:



- **Unified Course Specifications**
 - Each course follows a single approved course specification that is applied across all branches of the university to guarantee consistency in learning outcomes, assessment methods, and content delivery.
- **Role of the Course Coordinator**
 - Every course is assigned a course coordinator who is responsible for ensuring consistency in all required tasks related to the course.
- **Branch-Level Oversight**
 - For any special arrangements needed at the branch level, the college branch coordinator facilitates any requirements.

4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

- The Program provides unified curriculum plans and interactive online course materials at all sections and geographical locations ensuring equal learning opportunities to students regardless of gender or branch.
- Each course has one course specification and is applied to all branches; hence the consistency occurs due to every course having one course coordinator who ensures the consistency in all required tasks related to the course. For any special arrangements in the branches the college branch coordinator ensures the facilitation of any requirements

5. Assessment Plan for Program Learning Outcomes (PLOs):

The program employs both **direct** and **indirect** methods to assess the achievement of Program Learning Outcomes (PLOs). The assessment plan is structured as follows:

1. **Direct Assessment Methods**
 - PLOs are assessed through a combination of final examinations and coursework activities, including assignments, quizzes, discussions, and presentations.
 - These tools provide measurable evidence of student performance against the intended learning outcomes.
2. **Indirect Assessment Methods**
 - Student feedback is collected through surveys and reports, which serve as indirect measures of PLO achievement.
 - These surveys help to capture students' perceptions of their learning experience and identify areas for enhancement.
3. **Evaluation and Reporting**
 - For each course and program, the assessment of PLOs is conducted using Tawkeed and Blackboard systems.
 - The generated reports highlight areas of strength and areas requiring improvement.



4. Action Planning

- Based on the assessment outcomes, each course and program develops an action plan to address identified issues.
- The action plan is then implemented to ensure continuous improvement of teaching, learning, and assessment practices.

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Students and Faculty Members	Surveys	End of each semester
Learning Resources	Students	Surveys	End of each semester
Competency	Employer	Employer Satisfaction Survey	One year after graduation
Program Quality	Alumni	Alumni Satisfaction Survey	After graduation

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)



7. Program KPIs:*

The period to achieve the target (per semester) year.

*including KPIs required by NCAAA

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Students' Evaluation of Quality of learning experience in the program	4.3	Average of the overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	Before graduation
2	KPI-PG-2	Students' evaluation of the quality of the courses	4.3	Average students' overall rating of the quality of courses on a five-point scale in an annual survey.	End of each course
3	KPI-PG-3	Students' evaluation of the quality of academic supervision	4.6	Average students' overall rating of the quality of scientific supervision on a five-point scale in an annual survey.	End of each course
4	KPI-PG-4	Average time for students' graduation	4 Semesters	Average time (in semesters) spent by students to graduate from the program.	Immediately before graduation
5	KPI-PG-5	Rate of students dropping out of the program	2.04%	The percentage of students who did not complete the program of the total number of students in the same cohort.	Immediately before graduation





No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
6	KPI-PG-6	Employers' evaluation of the program graduates' competency	4.9	Average of the overall rating of employers for the competency of the program graduates on a five-point scale in an annual survey.	One year after graduation
7	KPI-PG-7	Students' satisfaction with the services provided	4.2	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sport facilities, academic advising, ...) on a five-point scale in an annual survey.	At the end of each AY
8	KPI-PG-8	Ratio of students to faculty members	5	Ratio of the total number of students to the total number of full-time and full-time equivalent faculty members participating in the program.	At the end of each AY
9	KPI-PG-9	Percentage of publications of faculty members	80%	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.	At the end of each AY





No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
10	KPI-PG-10	Rate of published research per faculty member	4	The average number of refereed and/or published research per each faculty member participating in the program during the year (total number of refereed and/or published research to the total number of faculty members during the year)	At the end of each AY
11	KPI-PG-11	Citation rate in refereed journals per faculty member	10.5	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research)	At the end of each AY
12	KPI-PG-12	Percentage of students' publications	Publications: 9.5% Conference Presentation: 2.0%	Percentage of students who: a. published their research in refereed journals b. presented papers in conferences to the total number of students in the program during the year.	At the end of each AY





No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
13	KPI-PG-13	Number of patents, innovative products, awards and excellence	Patents and innovative products:3 Awards of excellence: 9	Number of: a. Patents and innovative products b. National and international excellence awards obtained annually by the students and staff of the program.	At the end of each AY

H. Specification Approval Data:

Council / Committee	Department of Public Health Council
Reference No.	MHA202510PS/02
Date	14/9/2025

