Introduction to

The Masters

in Medical Education

3rd Edition 2012 - 2013

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

INTRODUCTION TO THE
MASTERS IN MEDICAL EDUCATION

Riyadh, KSA
June, 2012
Message from the Founding Dean

I am pleased to present this booklet on the Masters of Medical Education (MME) 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 MME 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.

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

For the first time in a single core booklet, the Department of Medical Education, College of Medicine, King Saud bin Abdulaziz University for Health Sciences presents a complete and dependable guide to medical education in material form for the Masters in Medical Education administered by the Department.

We advocate for you – our students in the Masters in Medical Education Program – providing the foundation necessary to maximize your career and fulfill your personal and professional goals in a supportive environment. We also challenge ourselves to meet your expectations for high quality learning experiences by ensuring a proper balance of education.

The curriculum and program outline in this booklet is designed to provide a comprehensive resource of theoretical and academic bases to modern medical education practice to meet the needs of all those interested in medical education as an academic discipline to continuing professional development.

Introduction to The Masters in Medical Education Program booklet has been brought together by qualified faculty of the Department of Medical Education who are committed to establishing high quality medical education programs to support the educational best interests of its masters’ students with a goal of continuous improvement and documentation of competence upon completion of the program.

Dr. Ibrahim Al Alwan
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 medical education including development of a medical curriculum, assessment evaluation, as well as acquiring leadership and management skills become the foundation of all future medical 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 medical educators through experience gained in the Masters in Medical 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. Myself a graduate just a few years ago, I am confident of the knowledge, stimulation and educational commitment your experience in the MME will engender. A constellation of experiences will give you the freedom to explore many avenues for enriching medical 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.

Dr Ahmed Al Rumayyan
Associate Dean for Student and Academic Affairs
College of Medicine
King Saud bin Abdulaziz University for Health Sciences
Message from the Department Chairman

The Department of Medical Education (DME) was established in the first year of the College of Medicine’s institution in 2004 and was, in fact, the first and now largest formally established Medical Education Department in the Kingdom, which only demonstrates the strong allegiance of College leadership to medical education as an essential tool for achieving educational excellence, and effective implementation of innovative teaching methods at the King Saud bin Abdulaziz University for Health Sciences.

In academic year 2006-2007, the Department initiated the first Masters in Medical Education Program (MME) in the Kingdom with 17-20 student admissions per year; it graduated the first batch in 2009. The MME provides leadership opportunity to health professionals in the fields of medicine, dentistry, pharmacy, nursing, and other health professions. It prepares them to deliver quality standards and services in educational leadership roles and to improve their educational understanding, methods, and programs.

This booklet is expected to serve several purposes. First, it gives a brief presentation of the MME to potential applicants, in addition to helping participating students to understand the underpinning objectives and main features of the program. Furthermore, the MME is committed to provide basic 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 richly multivariate. It is highly student-centered with student-led presentations, problem-based learning, and student projects, complemented with student-led seminars, workshops, and interactive lectures.
In summary, the highly stimulating curriculum and instructional activities have been designed to best prepare dedicated students to become effective and successful health professions educators and educational leaders.

**Prof. Mohi Eldin Magzoub**
Chairman, Department of Medical Education
College of Medicine
King Saud bin Abdulaziz University for Health Sciences
Message from the Director

In academic year 2006-2007, the KSAU-HS DME initiated the first Masters in Medical Education (MME) in the Kingdom. Dedicated to leadership training in the health professions, the two-year MME was the brainchild of DME Chairman Mohi Eldin Magzoub, and was established by Dean Youssef Al Eissa and directed by F Michael Seefeldt. From the start it has provided leadership preparation to health professionals in all fields: medicine, dentistry, pharmacy, nursing, applied medical professions, health ministry, and other health education professions. In the six years since the MME’s initiation, the number of admissions has ranged from 18-25 per year; the first batch graduated in 2009, the fourth in 2012; so four batches have finished now, with successful completion rates over 90%. Alumni have gone on to major leadership positions in their respective fields, including directors, deans, and department and section heads, in educational, ministerial, and clinical venues.

Faculty involved in the MME include half a dozen senior faculty and an equal number of junior faculty, from many different countries and many different universities. Their experience with masters programs ranges from five to 30 years. In addition, numerous outside consultants contribute to the delivery of program activities, whether for various blocks, masters’ project supervision, or external review of final project presentations. Whether in full-time, part-time, or consultant roles, the faculty has been regularly expanding and continues to expand.

This booklet gives a brief presentation of the main features of the MME to applicants, current students, and graduates alike, in addition to emphasizing its underpinning objectives and main features. Indeed, the MME is committed to providing basic educational knowledge and skills through a comprehensive program designed to prepare faculty members to educate, and future admin-
istrators to lead, in the health professions. The MME covers areas of curriculum and instruction, learning psychology, evaluation, organization, management and leadership, research design, student assessment, and faculty enhancement, with richly multivariate instructional methods among them. It is highly student-centered, with interactive lectures complemented with student-led seminars, group presentations, workshops, problem-based learning, and individual student projects.

In summary, the heterogeneous curriculum, varied instructional activities, and rich faculty backgrounds combine in a rigorous program to prepare highly dedicated graduates to become effective and successful medical educators and leaders at whatever future level they may serve.

**Francis Michael Seefeldt**
MME Director, Department of Medical Education
College of Medicine, King Saud bin Abdulaziz University for Health Sciences
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

<table>
<thead>
<tr>
<th>Semester</th>
<th>#</th>
<th>Block Title</th>
<th>Code &amp; Number</th>
<th>Credit Hours</th>
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<tr>
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<td>1</td>
<td>Problem-Based Education &amp; Study Skills</td>
<td>EDUC 501</td>
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<td>2</td>
<td>Learning and Cognition</td>
<td>EDUC 511</td>
<td>4</td>
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<td>Curriculum and Instruction</td>
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<td>4</td>
<td>Program and Faculty Evaluation</td>
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<td>Organization, Management and Leadership</td>
<td>EDUC 514</td>
<td>6</td>
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<td>Design of Authentic Learning Environments</td>
<td>EDUC 515</td>
<td>3</td>
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<tr>
<td>3</td>
<td>7</td>
<td>Basics of Research in Education: Methods &amp; Techniques</td>
<td>EDUC 601</td>
<td>5</td>
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<td>8</td>
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<td><strong>TOTAL</strong></td>
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## Description of Semesters

### Semester 1

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<th>Block Title</th>
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<td>Learning and Cognition</td>
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<td>Organization, Management and Leadership</td>
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### Semester 3

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<td>7</td>
<td>EDUC 601</td>
<td>Basics of Research in Education: Methods and Techniques</td>
<td>5</td>
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<td>EDUC 611</td>
<td>Student Assessment</td>
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<td>EDUC 612</td>
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### Semester 4

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<td>EDUC 613</td>
<td>Masters Project</td>
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<td>Total credit hours</td>
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</table>
Block Descriptions

Semester 1 (11 credit hours)

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

<table>
<thead>
<tr>
<th>Block Title</th>
<th>Problem-Based Education &amp; Study Skills</th>
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<tr>
<td>Code &amp; Number</td>
<td>EDUC 501</td>
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<tr>
<td>Credit Hours</td>
<td>3</td>
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</table>

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)

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<th>Block Title</th>
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<tr>
<td>Code &amp; Number</td>
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<td>Credit Hours</td>
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</table>

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)

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<th>Block Title</th>
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<td>Code &amp; Number</td>
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<td>Credit Hours</td>
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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)

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<th>Block Title</th>
<th>Program and Faculty Evaluation</th>
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<td>Code &amp; Number</td>
<td>EDUC 513</td>
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<td>Credit Hours</td>
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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)

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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)

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<th>Block Title</th>
<th>Design of Authentic Learning Environments</th>
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<tr>
<td>Code &amp; Number</td>
<td>EDUC 515</td>
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<td>Credit Hours</td>
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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)

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<tr>
<th>Block Title</th>
<th>Basics of Research in Education: Methods and Techniques</th>
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<tr>
<td>Code &amp; Number</td>
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<td>Credit Hours</td>
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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)

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<th>Block Title</th>
<th>Student Assessment</th>
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<td>Code &amp; Number</td>
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<td>Credit Hours</td>
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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)

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<td>Code &amp; Number</td>
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<td>Credit Hours</td>
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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)

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<th>Block Title</th>
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<td>Code &amp; Number</td>
<td>EDUC 613</td>
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<td>Credit Hours</td>
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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
MME 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 admission 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 Coor-
A temporary grade, given when the student cannot complete a course in due time. Its symbol in the academic record is (J) 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.
MME Faculty

Full-Time Faculty

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

Michael Seefeldt, PhD
Associate Professor of Medical Education
Director, Masters in Medical Education, and Director Program and Faculty Evaluation
King Saud bin Abdulaziz University for Health Sciences

Nasr Eldin M. Ahmed, MHPE
Lecturer of Medical Education
Program Coordinator, Masters in Medical Education
King Saud bin Abdulaziz University for Health Sciences

Samuel Scott Obenshain, MD
Professor of Medical Education
Professor Emeritus of Pediatrics and Family Community Medicine
University of New Mexico, Albuquerque, New Mexico

Sajida Agha, PhD
Associate Professor of Medical Education
King Saud bin Abdulaziz University for Health Sciences
Lubna Baig, PhD
Associate Professor of Medical Education
College of Medicine, King Saud bin Abdulaziz University for Health Sciences

Andleeb Arshad, MSc
Lecturer of Medical Education
King Saud bin Abdulaziz University for Health Sciences (KSAU-HS)

Tarig Awad Mohamed Abdel Gadir, MHPE
Lecturer of Medical Education
King Saud bin Abdulaziz University for Health Sciences (KSAU-HS)

Aamir Omair, MPH
Lecturer of Medical Education, King Saud bin Abdulaziz University for Health Sciences

Part-Time Faculty

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 University

Wesam Abuznadah, MD
Assistant Professor
Chairman, College of Medicine – Jeddah
King Saud bin Abdulaziz University for Health Sciences (KSAU-HS)

Nadia Al-Attas, SSC-Ped
Assistant Professor in Medical Education
King Saud bin Abdulaziz University for Health Sciences (KSAU-HS)
Administrative Staff

Michael Seefeldt
Director MME

Nasr Ahmed
Coordinator MME

Clara Hernandez
DME Department Secretary

Roseminda Asensi
MME and Evaluation Secretary

Annabelle Borja
Research Projects Secretary

Mohi Eldin Magzoub
Chairman
Department of Medical Education

Ahmed Al-Rumayyan
Associate Dean, Academic Affairs and Student Affairs
College of Medicine, KSAU-HS

Ibrahim Alwan
Dean, College of Medicine, KSAU-HS
International Faculty Partners

**Peter A.J. Bouhuijs, PhD**
Department of Educational Development and Research  
Faculty of Health Sciences  
University of Maastricht, The Netherlands

**Diana Dolmans, PhD**
Programme Director, PhD Programme School of Health Professions Education  
Associate Professor, Department of Educational Development and Research  
Faculty of Health, Medicine, and Life Sciences  
University of Maastricht, The Netherlands

**Margaret Elzubeir, BA, PhD**
Department of Medical Education  
Al Ain University, UAE

**Clark B. Hazlett, PhD**
Professor Emeritus Faculty of Medicine  
University of Alberta, Edmonton, Canada  
Adjunct Professor, Chinese University of Hong Kong  
Secretary-General, IDEAL Consortium (Sharing Medical Students Assessment Banks)

**Hossam Hamdy, FRCS, PhD**
Professor  
Vice-Chancellor of Medical & Health Sciences Colleges  
University of Sharjah, UAE
Henk Van Der Molen, PhD  
Professor  
Dean Faculty of Social Sciences  
Erasmus University, Netherlands

Chris Roberts, PhD  
Associate Professor of Medical Education  
Director, Postgraduate Medical Education  
Faculty of Medicine, Centre for Innovation in Professional Health Education & Research  
University of Sydney, Australia

Henk Schmidt, PhD  
Rector Magnificus, Professor of Psychology  
Erasmus University, Faculty of Social Sciences, Rotterdam

Cees Van Der Vleuten, PhD, MA  
Scientific Director, School of Health Professions Education  
Chair, Department of Educational Development and Research  
Faculty of Health, Medicine, and Life Sciences  
University of Maastricht, The Netherlands

James Ware, FRCS  
Director of Medical Education and Postgraduate Studies  
The Saudi Commission for Health Specialties  
Riyadh, Saudi Arabia