

Student Guide
Bachelor in Nursing Program
Faculty of Nursing



1445 / 2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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I. Basic terms and concepts

1. Program:

The program is the set of courses, thesis, graduation research, and comprehensive test, or some of them, that the student studies within a specified period of time to obtain a degree or a higher certificate in the field of specialization.

2. Program Vision:

Excellence in nursing education, scientific research and community service

3. Program Mission:

To graduate qualified nurses capable of increasing health care through high-quality educational standards and innovative research that meets the health needs of the community

4. Program Objectives:

1. Achieving excellence in nursing education through an advanced learning environment that encourages creativity and innovation
2. Facilitate research activities that address healthcare challenges.
3. Provide community services that promote optimal health services

5. Module/Academic Unit:

A weekly session, either a theoretical lecture, scientific seminar, clinical lesson, or exercise lesson, must be attended, each lasting a minimum of fifty minutes. Alternatively, a practical lesson of at least one hundred minutes or a field lesson as specified in the study plan is required.

6. Course:

The subject matter in the plan of each program. It includes a number, code and description of the content and is subject in each department to monitoring, evaluation and development. It may be taught independently, or have a prerequisite or concurrent course with it, and the prerequisite or concurrent requirement may be waived based on a test of specific learning outcomes.

7. Postponing admission:

Postponing the student's start date after the issuance of his/her university number, and before registering any course, and this is once, and it cannot occur after the start of the study.

8. Deferring study

Suspending the the study period- according to these regulations - to obtain the academic degree after the start of his/her studies.

9. Learning

Refers to learning new knowledge or acquired skills, through assessment, study, experimentation and innovation at the program/college/university level.

10. National Qualifications Framework (NQF)

This NQF records the credits allocated to each level of educational attainment in a formal manner, which means that the knowledge, skills and values acquired are recognised and consistent with the labour market at the national level.

11. Study Plan:

It is the total number of courses that a student must pass to obtain the degree.

12. Domains of learning:

It consists of knowledge and understanding, skills, and values that the learner is expected to acquire at a specific qualification level, and the learning outcomes are built in the light of them.

13. Learning Outcomes:

Determine what the learner is expected to know, and can do in the field of learning and what is represented in his/her behavior, and it means: the final outcome of the learning process, which must be measurable, in light of assessment tools that correspond to the level associated with the qualification.

Chapter One

(About the College/Program)

1-1: About the College

The nursing profession received special care and support from Crown Prince His Highness Prince Mohammed bin Salman Al Saud, may God protect him, where the Crown Prince Nursing Program adopted the attention of the wise government, and in support of upgrading the nursing profession and with meeting the needs of the labor market, the University of Tabuk established a Faculty of Nursing in the Tabuk region by a decision of the President of the University of Tabuk, His Excellency Prof. Abdullah bin Mufarreh Al-Thiabi The Department of Nursing in the College of Applied Medical Sciences was structured into the Faculty of Nursing on 23/3/1445 - 8/10/2023. This is after the approval of the Council of Universities Affairs to transfer the Department of Nursing into a faculty of Nursing with four departments: the Department of Internal and Surgical Nursing, the Department of Maternal and Child Nursing, the Department of Community Health and Mental Health Nursing, and the Department of Management and Education in Nursing. The Faculty of Nursing at the University of Tabuk is the first nursing faculty in the Tabuk region.

The College offers a Bachelor in Nursing program, the duration of a bachelor's degree in nursing is four academic years divided into eight semesters followed by the internship year. The curriculum is a 5-year program that is chronologically arranged from Level 1 to Level 8. The program is offered over two semesters for one academic year. The program consists of general education and core courses. Core courses begin in the first year (Level 2) and continue through competency development until the fourth year. The semester/level consists of fifteen weeks excluding registration and examination periods.

The total credit hours of the program is 139 credit hours to obtain a bachelor's degree.

One year of nursing training in nationally or internationally accredited hospitals is required for a bachelor's degree in nursing. The language of instruction in the program is English.

Vision

Excellence in nursing education, scientific research and community service

Mission

To graduate competent nurses who are able to enhance healthcare services through high quality educational standards and innovative research that addresses the health needs of the community.

Objectives

1. To achieve excellence in nursing education through an advanced educational environment that promotes creativity and innovation
2. Facilitate research activities that addresses the challenges in healthcare
3. Provide community services that promote optimal health services.

Program-specific values:

1. Loyalty and belonging
2. Mutual Respect
3. Striving for quality and excellence
4. Transparency and accountability
5. Cooperation and teamwork
6. Creativity and innovation
7. Integrity and responsibility
8. Community Service

Characteristics of graduates

The characteristics of the program's graduate align with the general framework of the university's learning outcomes, which are based on competency-based education. These outcomes cover various academic programs and specialization tracks in accordance with the needs and trends of the local, regional, and global job markets. The characteristics of the program's graduate include the following:

The graduate of the program has the ability to:

1. **Discipline:** Acquire in-depth knowledge, understanding, and skills in dealing with nursing practice in an interdisciplinary context.
2. **Technological competence:** Integrate the IT capabilities necessary to work in nursing practice.
3. **Lifelong Learner:** Meet special educational needs to adapt to new changes in nursing practice and work environment.
4. **Skilled communication:** Express ideas and information clearly and effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative way to achieve common goals.
5. **Cultural orientation and religious awareness:** Interact positively with people from different cultures and backgrounds as responsible members of society and respect religious values and norms.
6. **Responsible:** Take responsibility for their behavior, well-being, and actions across different roles in nursing practice
7. **Community advocacy:** Accepting social and civic responsibilities and supporting the improvement of diverse communities.
8. **Professionalism and Team Leader:** Engage in professional behavior and have the ability to take the lead while holding various nursing roles

Faculty of Nursing Organizational Structure

الهيكل التنظيمي لكلية التمريض



Chapter Two

Study, Examination and Admission

2.1 Study system

Study in some colleges may be on the basis of the full academic year in accordance with the rules and procedures in these regulations after replacing the phrase "academic year" with "semester" wherever mentioned, in a manner that does not conflict with the following:

- A- Courses are offered in the annual system for a period of not less than (30) thirty weeks, and do not include registration periods and final exams.
- B - A final exam is held for each course at the end of the academic year, and for practical and clinical courses of a training nature the final exam may be carried out at the end of the training period.
- C - A second-round test is scheduled no later than two weeks before the commencement of the academic year. Those who have failed in courses designated by the College Council, based on their nature and the total number of units, are eligible to participate. The results are submitted to the Deanship of Admission and Registration before the conclusion of the third week of study. Students who pass the second-round assessment are then allocated the grade (D) instead of the previous failing grade (F), irrespective of the original degree obtained.
- D - The student who failed - in the first round of the first final test in courses more than what was decided by the College Council in paragraph (c) - is not allowed to enter the second round test and remains in the same academic year, and re-studies the courses in which he/she failed only.
- E - The student who fails in the second round or in courses that do not have a second round in the same year remains and repeats the study of the courses in which

they failed. The College Council, or those authorized by it, may permit the student to study courses from the following year.

Levels System

The student is promoted to the next level if they successfully pass all the courses of that level. The minimum academic load for the student is 12 credit hours or the remaining credits needed for graduation if it is less than the load. With the approval of the Dean of Admission and Registration, a student may be allowed to register for a maximum of 24 credit hours if it is expected that they will graduate by registering for these units. If it is not possible to register the minimum teaching load, the student can register for the available credit hours. The student's cumulative GPA determines the maximum academic load in terms of credit hours. Automatic registration of students can occur before the start of the semester, and students are allowed to drop and add courses according to guidelines set by the Dean of Admission and Registration.

Attendance and apologies for studying

It is the responsibility of the regular student to attend lectures and practical lessons. Students are prohibited from taking the final exam if their attendance percentage falls below 80% of the lectures, practical lessons, or clinical lessons specified for each course during the semester. A student who is denied entry to the exam due to absence is considered to have failed the course. The semester's coursework grade is recorded as 'Deprived' (ح) or (DN). The list of deprived students in the courses offered by the college is approved by the dean or their authorized representative.

A student may request permission to discontinue studying for a semester without being considered failed if they provide an acceptable excuse to the dean of the college to which the student belongs. This should be done at least three weeks before the start of the final exams. For colleges following the academic year system, students may request leave at least five weeks before the start of the final exams, and for short courses, they may request leave before the start of the exams equivalent to one-third of the course duration. In cases of extreme necessity, the university director may grant exceptions to these deadlines. The student is given a grade of (ع) or (W), and this semester is counted towards the time required to complete graduation requirements.

Apology semesters should not exceed two consecutive academic semesters or three non-consecutive semesters. For colleges following the academic year system, students are not allowed to take leave for two consecutive years, and the total leave period should not exceed two non-consecutive academic years during the student's enrollment at the university. After that, their enrollment is closed. Exceptions to this rule require the approval of the dean of admissions and registration.

The Deanship of Admission and Registration may request the approval of the student's guardian when she submits an apology for the semester.

The student may withdraw from one or more courses according to the following conditions:

- A- Approval of the Dean of the College.
- B- The student must apply for withdrawal from the course before the end of the withdrawal period for the semester.
- C- The student is assigned a grade of (W) for the withdrawn course.

Deferring and dropping out of study

A student may request a deferment of studies before the end of the first week of the academic semester due to an acceptable reason, as determined by the dean of the college or the delegated authority. The deferment period should not exceed two consecutive academic semesters or three non-consecutive academic semesters (for colleges following the academic year system, deferment is not allowed for two consecutive years, and the total deferment period should not exceed two non-consecutive academic years) as a maximum throughout the student's enrollment at

the university. After that, their enrollment is closed. The university council may, in exceptional cases, grant an exception to this rule, and the deferment period is not counted within the time required to complete graduation requirements. If a regular student is absent from studies for a period of four weeks from the beginning of the semester without requesting deferment, their enrollment will be closed by the university. As for affiliated students, their enrollment is closed if they are absent from all final exams for that semester without an acceptable excuse.

Re-enrollment

A student whose enrollment has been closed can apply to his/her college for re-enrollment by providing his/her ID number and record before the discontinuation, following the guidelines: the student can apply for re-enrollment within four academic semesters (or two academic years for colleges following the academic year system) from the date of enrollment closure.

- a. The college council, under which the student is enrolled, must approve the student's re-enrollment.
- b. If four or more academic semesters have passed since the student's enrollment closure (or two academic years for colleges following the academic year system), the student can apply to the university as a new applicant without referring to their previous academic record. The student must meet all the admission criteria announced at that time. The university president may grant an exception to this rule.
- c. Re-enrollment of a student is not allowed more than once, and the university president may, in exceptional cases, grant an exception to this rule.
- d. Re-enrollment is not allowed for a student whose enrollment has been closed if they have been academically dismissed.

Graduation

1. The student graduates after successfully completing the graduation requirements according to the study plan, provided that his/her cumulative GPA is not less than (2 out of 5), and the College Council - or its authorized representative - based on a recommendation

2. The concerned department council determines the appropriate courses that the student studies to raise his/her cumulative average, in the event that he/she passes the courses and fails in the cumulative average.
3. The student is not considered a graduate unless the approval of the University Council is issued to grant him/her the degree.
4. A replacement document can be issued according to the guidelines set by the university president.

Dismissal from the university

First of all : The student shall be dismissed from the university in the following cases:

- A - If he/she receives three consecutive warnings at most due to his/her cumulative GPA falling below the minimum (2.00), the College Council may give a fourth chance to those who can raise their cumulative average by studying the available courses according to the following conditions:
 - 1- The reason for the under-performance should be acceptable to the College Council.
 - 2- There should be an improvement in the student's performance in the last two semesters, measured by a cumulative GPA of no less than (2.00) out of (5.00) based on the total points earned in those semesters divided by the number of registered units, and this does not include the summer semester.
- B- If he/she does not complete the graduation requirements within a maximum period of half of the period prescribed for his/her graduation in addition to the duration of the program, the College Council may give an exceptional opportunity to the student to complete the graduation requirements with a maximum period not exceeding twice the original period specified for graduation according to the following conditions:
 - 1- The reason for the underperformance should be acceptable to the College Council.

2. There should be an improvement in the student's performance in the last two semesters, measured by a cumulative GPA of no less than (2.00) out

of (5.00) based on the total points earned in those semesters divided by the number of registered units, and this does not include the summer semester.

Second: The College Council may give dismissed students due to exhaustion of twice the duration of the program an opportunity not exceeding two semesters at most according to the following conditions:

- A - The reason for the underperformance should be acceptable to the College Council.
- B - The student should have remaining courses required for graduation that can be completed within a period not exceeding two academic semesters.
- C- There should be an improvement in the student's performance in the last two semesters, measured by a cumulative GPA of no less than (2.00) out of (5.00) based on the total points earned in those semesters divided by the number of registered units, and this does not include the summer semester. The University president may make an exception.

The colleges shall list all cases and present them to their councils, and inform the Deanship of Admission and Registration of the decision at least one week before the start of the study.

thirdly: The Academic Affairs Committee may, based on the recommendation of the Dean of the College, give students who have been dismissed due to warnings an opportunity not exceeding two semesters at most.

Final Exams

The grades obtained by the student in each course are calculated as follows:

| B. GRADES OUT OF 100 | Appreciation | A. CODE | Weight Rating of (5) |
|----------------------|----------------|---------|----------------------|
| 95-100 | Excellent high | A+ | 5.00 |
| 90 to less than 95 | Excellent | A | 4.75 |
| 85 to less than 90 | Very good high | B+ | 4.50 |

| | | | |
|--------------------|-----------------|-----|------|
| 80 to less than 85 | Very good | in | 4.00 |
| 75 to less than 80 | Good High | C+ | 3.50 |
| 70 to less than 75 | Good | C | 3.00 |
| 65 to less than 70 | Acceptable High | D + | 2.50 |
| 60 to less than 65 | Acceptable | D | 2.00 |
| Less than 60 | Failure | H | 1.00 |

The general estimate of the cumulative average upon graduation of the student based on his cumulative average is as follows:

- 1- (Excellent): If the GPA is not less than 4.50.
- 2- (Very Good): If the GPA is from 3.75 to less than 4.50.
- 3- (Good): If the GPA is from 2.75 to less than 3.75.
- 4- (Acceptable): If the GPA is from 2.00 to less than 2.75.
- 5- The first honors degree is awarded to the student who has a cumulative average from (4.75) to (5.00) upon graduation, and the second honors degree is granted to the student who has a cumulative average from (4.25) to less than (4.75) upon graduation.
- 6- To obtain first or second honors, the following is required:
- 7- The student must not have failed in any course he/she studied at the university or at another university.
- 8- The student must have completed the graduation requirements in a maximum period of the average period between the minimum and maximum stay in his/her college.
- 9- The student must have studied at the University of Tabuk at least (60%) of the graduation requirements.

Transfer

With the approval of the Dean of the College to which the student wishes to transfer, his/her transfer from outside the university may be accepted according to the following controls:

The student must have studied at a recognized college or university and have a record (cumulative average) for at least two semesters.

B - Not to be dismissed from the university from which he/she is transferred for disciplinary reasons.

- C - To meet the conditions of transfer determined by the College Council.
- D- The number of prescribed units that the transfer student is required to study at the University of Tabuk must not be less than (60%) of the number of prescribed units required to obtain a bachelor's degree from the university.

Visiting Student

The visiting student is the one who studies some courses in another university or in a branch of the university to which he/she belongs without transferring him/her and the courses he/she studied are equivalent to him/her according to the following controls:

First: For a student at the University of Tabuk who wishes to study as a visitor at another university:

- A - The prior approval must be obtained from the student's college to allow him/her to study as a visiting student with the determination of the courses that he/she will study, and the college has the requirement to obtain a certain rate for the equivalency of the course. It is directed to study by an official letter from the Deanship of Admission and Registration Affairs.
- In- The study must be in a recognized college or university.
- C- The course taught by the student outside the university must be equivalent in its details to one of the courses included in the graduation requirements.
- D- Subject to paragraph (D) of Article (forty-two), the maximum total number of study units that can be calculated from outside the university is (20%) twenty percent of the total graduation units from the University of Tabuk.
- E - The averages of the courses that are equalized for the visiting student are not counted within his/her cumulative average, and the courses are recorded in his/her academic record.
- The student must provide the Deanship of Admission and Registration with his/her results obtained within two weeks from the start of the study in the first semester following the period of his/her study as a visitor, and if he/she does not submit his/her results, he/she is considered discontinued from those semesters (except for the summer semesters) and is treated according to Article (15).
The monthly stipend for visiting students, if eligible, is disbursed through manual processes after submitting their semester results to the Deanship of Admissions and Registration.

Third: For a student of another university and wishes to study as a visiting student at the University of Tabuk.

- A - The student must have a record (cumulative average) for at least one semester from the university in which he/she was accepted.
- In- To obtain a prior written approval from his/her university to study as a visiting student at the University of Tabuk, and the letter must mention the courses of the University of Tabuk that the student will study.
- C- The maximum number of semesters that a student is allowed to study as a visitor is two semesters, and the Dean of Admission and Registration may make an exception from that.
- D- A visiting student from another university is not paid a monthly stipend from the University of Tabuk.
- E - Courses are registered for the student by the Deanship of Admission and Registration, taking into account all registration controls in the courses.

Academic record and grade codes

It is a statement that shows the student's academic progress, and includes the courses he/she studies in each semester with their codes, numbers, credit hours, grades obtained, grades and values of those grades. Additionally, the record shows the semester and cumulative GPA, a statement of the overall evaluation, and the courses exempted for transfer students.

| Code in Arabic | Code in English | GRADE BORDER | POINTS | | Meaning IN ARABIC | Meaning in English |
|----------------|-----------------|-----------------|--------|------|-------------------|--------------------|
| أ+ | A+ | 95-100 | 5.00 | 4.00 | ممتاز مرتفع | Exceptional |
| أ | A | 90 Less 95 | 4.75 | 3.75 | ممتاز | Excellent |
| ب+ | B+ | 85 Less than 90 | 4.50 | 3.50 | جيد جداً مرتفع | Superior |
| ب | B | 80 Less than 85 | 4.00 | 3.00 | جيد جداً | Very Good |
| ج+ | C+ | 75 Less than 80 | 3.50 | 2.50 | جيد مرتفع | Above Average |

| | | | | | | |
|----|----|-----------------|------|------|---------------|--------------|
| ج | C | 70 Less than 75 | 3.00 | 2.00 | جيد | Good |
| د+ | D+ | 65 Less than 70 | 2.50 | 1.50 | مقبول مرتفع | High Pass |
| د | D | 60 Less than 65 | 2.00 | 1.00 | مقبول | Pass |
| هـ | F | Less than 60 | 1.00 | 0 | راسب | Fail |
| م | IP | ----- | - | - | مستمر | In-Progress |
| ل | IC | ----- | - | - | غير مكتمل | In-Complete |
| ح | DN | ----- | 1.00 | 0 | محروم | Denied |
| ند | NP | 60 and more | - | - | ناجح دون درجة | Nograde-Pass |
| هد | NF | Less than 60 | - | - | راسب دون درجة | Nograde-Fail |
| ع | W | ----- | - | - | منسحب بعذر | Withdrawn |

2:2 Student Rights and Duties

Academic Rights

In the academic field

1. The student has the right to be provided with a suitable learning environment to facilitate comprehension and study through the provision of all available educational resources to serve this purpose.
2. The student has the right to access academic material and knowledge related to the university courses he is studying, in accordance with the university regulations and rules governing academic work.
3. The student has the right to access the study plans for the college or department, as well as the available specializations, and to review the schedules before the start of the semester. They also have the right to register for courses provided by the system, considering prioritization in registration

based on fair criteria if it's not possible to accommodate all student preferences for a specific course.

4. The student has the right to drop any course, add another, or withdraw from the entire semester according to the opportunities provided by the university's study and registration system. This should be done within the specified period announced to the students.
5. The student has the right to expect faculty members to adhere to lecture schedules, fulfill academic and laboratory hours, and not cancel or change lecture times except in necessary cases. If a lecture is canceled or rescheduled, alternative lectures should be provided to cover the curriculum. This should be done after coordinating with the students and the department concerned.
6. The student has the right to inquire and engage in academic discussions with faculty members without censorship or punishment, as long as the discussion adheres to public ethics and the boundaries of decency and behavior in such situations. This applies whether during lectures or during announced office hours for student meetings.
7. The student has the right for exam questions to be within the scope of the course content and the issues raised or referred to during lectures. There should be consideration for a balanced and logical distribution of grades that ensures a fair assessment of the student's abilities.
8. The student has the right to take all the exams scheduled for the course unless there is a legal impediment stated in the regulations and instructions that prevents it. The student should be notified of their disqualification from taking the exam with sufficient notice.
9. The student has the right to know the model answers for the semester exams, including the distribution of grades for different parts of the answers. This forms the basis for evaluating the student's performance before the final exam for the course.
10. The student has the right to request a review of their answers in the final exam, following the regulations and decisions issued by the university regarding the organization and guidelines for such reviews.
11. The student has the right to know their results obtained in the exams after they have been corrected and approved.

1. The student has the right to enjoy the assistance and social care provided by the university, as well as participating in the regulations and university instructions that govern activities in accordance with them.
2. The student has the right to access sufficient healthcare through treatment within the hospitals and health centers affiliated with the university.
3. The student has the right to benefit from the university's services and facilities (textbooks, university housing, central and branch libraries, sports facilities, restaurants, parking lots, etc.) in accordance with the regulations and rules applicable at the university.
4. The student has the right to receive financial incentives and rewards as stipulated by the regulations, especially for high-achieving students.
5. The student has the right to nominate themselves for training courses, programs, internal and external trips, increase their participation in cultural activities, as well as contribute to local community service activities and volunteer work.
6. The student has the right to file a complaint or grievance regarding any matter that adversely affects their relationship with faculty members, the department, the college, or any unit within the university. The submission of complaints or appeals should adhere to the rules set by the Student Rights Protection Unit, enabling the student to know the outcome of their complaint by the responsible entity.
7. The student has the right to defend themselves before any authority within the university in any disciplinary case raised against them. No punishment should be issued against them until their statements are heard, unless it is proven that their absence was for an unacceptable excuse, after being summoned for the second time.
8. The student has the right to appeal a disciplinary decision issued against them according to the established rules in this regard under the provisions of student discipline.
9. The student has the right to maintain the contents of their file within the university, ensuring the integrity of dealings with it. No part of it should be handed over except to the student themselves, their guardian, or someone officially authorized unless requested by investigating authorities, judicial bodies, or another government entity. The disclosure or publication of the

contents of the file is not allowed unless it results from a disciplinary punishment decision against the student.

10. Students with special needs have the right to receive appropriate and suitable services according to regulations and rules.

University Student Duties

In the academic field

1. The student is required to attend classes regularly and fulfill all academic requirements in accordance with the rules and schedules established for the commencement and conclusion of studies, as well as for transfer, registration, apologies, withdrawal, and addition, according to the provisions outlined in the university's regulations and current systems.
2. The student is obliged to show respect towards faculty members, staff, and workers affiliated with the university, as well as other individuals associated with contracted companies, within the university premises. This extends to guests and visitors, refraining from causing harm to them through words or actions in any form.
3. The student is committed to adhering to the rules and arrangements related to the conduct of lectures, maintaining regular attendance, and following the prescribed order. Absence should only occur with an acceptable excuse, in accordance with the regulations.
4. When preparing research and other academic requirements for courses, the student is required not to engage in plagiarism or any form of misrepresentation
5. The student should actively participate in the preparation of these materials and avoid relying on any illegitimate means to complete assignments, reports, papers, studies, or other essential course requirements.
6. The student is obligated to follow the rules and arrangements concerning examinations, maintaining the integrity of the testing process. Cheating or attempting to cheat in any form, engaging in impersonation, forgery, or introducing prohibited materials or devices into the examination hall or laboratories is strictly prohibited.

7. The student is expected to comply with the guidelines and instructions provided by the responsible party or invigilator during examinations or laboratory sessions. Maintaining silence during the performance of examinations is crucial.

In the non-academic field

1. The student is required to adhere to the university's regulations, rules, instructions, and decisions, implementing them without evasion, violation, or submission of forged documents to obtain any rights or benefits contrary to the relevant provisions.
2. The student must carry the university identification card while present on campus and present it to employees or faculty members when requested. This includes presenting the card upon completing any transaction within the university.
3. The student is prohibited from damaging, tampering with, or obstructing the operation of university property or participating in such activities, whether related to buildings or equipment
4. The student is obliged to follow the instructions for organizing and using university facilities and equipment. Prior permission must be obtained from the relevant authority to use these facilities or equipment for purposes other than their designated use.
5. The student is required to adhere to appropriate attire and behavior according to university and Islamic customs. The student must avoid any actions that contradict Islamic ethics or public decorum within the university premises.
6. The student is expected to maintain tranquility within university facilities, refrain from smoking, avoid causing disturbance, and refrain from unauthorized gatherings or congregations, ensuring compliance with designated areas for such activities.

Violations and disciplinary Penalties

Irregularities

Any speech or action issued by the student in violation of the university's regulations, regulations, instructions, or customs, including the following acts, shall be considered a disciplinary violation:

- Inciting or participating in the disruption of studies, encouraging absence from lectures or other academic activities required by the regulations.
- Violating the system, discipline, and proper conduct of studies within the university and all its facilities, as well as disregarding the rules during lectures, exams, seminars, or activities held within or outside the university in which the university participates. This also includes causing chaos in university housing units, transportation facilities, or any other university facilities.
- Any form of cheating in exams, including obtaining or attempting to obtain exam questions unlawfully before their scheduled time, cheating in reports, research papers, practical and field training, graduation projects, master's and doctoral theses, as well as the substitution of a student by another in semester or final exams.
- Disrupting the examination system inside or outside the examination room, attempting to hinder its progress, creating problems, and engaging in conflicts inside or outside the examination rooms that affect the conduct of the exam and the established order.
- Impersonating another person in any matters related to the university, providing documents or university identities to others for unauthorized use, or speaking on behalf of the university without official status.
- Any statement or action by the student that affects beliefs, honor, the dignity of others, or violates good character and behavior, or contradicts the upright conduct expected of a student.
- Verbal or physical assault on any of the university's affiliates, including faculty members, employees, students, workers from companies contracted with the university, or any person within the university campus.
- Use or promotion of drugs or alcohol within the university.
- Attending the university under the influence of drugs or alcohol.
- Accessing, without proper authorization, confidential information related to the university, its affiliates, or disclosing it, or guiding others on how to obtain it.

- Organizing any activities or events within the university or participating in them, issuing publications, brochures, posters, or participating in their distribution without the approval of the relevant authorities within the university.
- Collecting funds or donations without the approval of the relevant authorities within the university.
- Undermining the Islamic and social principles of the state, insulting national unity in speech or action, advocating joining organizations hostile to the nation, or promoting any political or regional ideas contrary to the state's system.
- Not adhering to public decency in attire or appearance that does not align with Islamic values and the traditions and customs of society, as instructed by the university in this regard.
- Using modern technologies with the intention of harming the university or any of its members, or capturing or recording any internal events of the university for the purpose of defamation, and disseminating them through any means of publication without proper authorization.

Disciplinary penalties

Disciplinary penalties imposed on the violating student:

- Attention in writing.
- Warning.
- Assigning the student to perform some volunteer, service or social work inside or outside the university not exceeding one month.
- Temporary deprivation of all or some of the university benefits and services.
- Cancel the student's registration in one or more courses.
- Considering the student as failing in one or more courses.
- Temporarily suspending the student from studying at the university for a maximum of two semesters, and the subjects he/she studies at any other university during this period are not counted for the student.
- Delay graduation for one semester.
- Final dismissal from the university.

Exam Cheating Violation:

In the event that the student is caught cheating during the exam, the invigilator must follow the following:

- Writing a detailed report of the incident on the same day, attaching the student's test paper and the evidence, if any, and submitting it to the Dean of the College.
- The Dean of the College or whoever he/she authorizes shall directly investigate the violating student, and in the event that it is proven that he/she committed a violation of cheating, the Dean of the College shall decide to inflict any of the following penalties:
 - a) Cancel the student's test in the course that was caught red-handed cheating in it and is considered a failure in that course.
 - b) Canceling the student's test in the course in which he/she was caught cheating in addition to canceling his/her test in another course or more and he/she is considered a failure in these courses.
 - c) Canceling the student's test in all courses of that semester and is considered a failure in all of them.
- The Dean of the College must take into account in his/her decision to inflict any of the above penalties the gradual rhythm of the penalties, taking into account the precedents and mitigating and aggravating circumstances of the violation, and whether the violation of cheating has been associated with other violations such as infringement on the test invigilator or insistence on not carrying out orders, or violation of the test system.
- In the event that the investigations conclude that the violation of cheating against the student is not proven, the student's score obtained in the test shall be recorded for the student.

Cheating Violation in Reports or Research:

In the event that the student commits one of the incidents of cheating stipulated in Article (8/3) after the approval of the final result, he/she is not exempted from disciplinary responsibility, and the President of the University or the Vice President for Academic Affairs, based on what was presented by the competent person, refers the violating student to the disciplinary committee for investigation and then impose the appropriate penalty on him/her in proving the violation. Plagerism is completely

prohibited and the students required to use safeAssign for assignment and research paper submission. Only low risk rate is acceptable.

Student's Responsibility for Damages and Losses:

In addition to the disciplinary penalties in these regulations, the student who is proven to have committed the violations mentioned in Article (8/15) shall bear the value of what he/she damaged plus the cost of repair or installation and the consequences thereof, and the Deanship of Student Affairs is responsible for implementing this procedure.

Complaints and Grievances

Reasons for complaint or grievance by the student:

- Dissatisfaction with academic issues such as curriculum content, program or course delivery, teaching quality, supervision, or faculty member behavior.
- Dissatisfaction with the decision of partial or total academic dismissal of the student.
- Dissatisfaction with the academic decision, service, counseling, or general behavior of the faculty member.
- The issuance of a decision approved by the person with the authority is unfair to the student that does not achieve balance with his/her peers of students or does not restore his/her full rights.
- Harassment, racial discrimination or unlawful intimidation.
- Complaining about not being able to confirm the application for the enrollment period or withdrawal and addition.
- Dissatisfaction with the decision to deprive attendees of classroom lectures.
- Grievance against non-payment of financial reward
- Complaining about the lack of adequate physical learning environment (blackboard, classroom, projector, computer, drawers, public services).

The following guidelines in processing student complaints are used in the program.

1. The student must first approach and discuss with the concerned faculty, staff, or personnel his/her complaints and other academic concerns.
2. If the complaint or concern is not resolved with the concerned faculty, staff or personnel, the student then accomplishes two (2) copies of Letter of Complaint form

and submits it to his/ her adviser, fills up the official complaint forms and submits to the year adviser for appropriate action.

3. If, at the level of the adviser, the complaint/concern is still not resolved, the complaint/ concern is raised to the level of the Section Supervisor's office. An investigation will be conducted by the Section Supervisor and a conference with both parties will be done if applicable.

4. If after the conference both parties are not satisfied with the result, the Section Supervisor endorses the issue either to the Department Council or the Dean for final disposition.

Chapter Three: Program Study Plan and Student Services

Total teaching hours in the program

Total hours in the program = 139 credit hours

Study Plan in the program

| Components of the study plan | Core / elective | Number of Courses | Credit Hours | Percentage |
|----------------------------------|-----------------|-------------------|--------------|------------|
| University Requirements | Core | 11 | 31 | 24.5% |
| | elective | 2 | 5 | 4.5% |
| College Requirements | Core | 4 | 11 | 9% |
| | elective | - | - | - |
| Program Requirements | Core | 28 | 92 | 62% |
| | elective | - | - | - |
| Graduation Project | - | - | - | - |
| Field Training / Internship Year | -- | - | - | - |
| Other | -- | - | - | - |
| Total | | Total | 45 | 139 |

Program Courses:

| Type of Requirement (University/ College/ Program) | Credit Hours | Prerequisites | Core or elective | Course Name | Course Code | Level |
|--|--------------|-----------------|------------------|--|-------------|---------|
| university | 4 | There isn't any | Core | English 3 | ELS1103 | Level 1 |
| university | 3 | There isn't any | Core | Fundamentals of Chemistry | CHEM1101 | |
| university | 3 | There isn't any | Core | Fundamentals of Biology | BIO1101 | |
| university | 2 | There isn't any | Core | Communication skills | CID1101 | |
| university | 3 | There isn't any | Core | Critical thinking skills and their contemporary applications | EDUF1102 | |
| university | 2 | There isn't any | Core | Islamic culture between authenticity and modernity | ISLS1101 | |
| university | 4 | ELS1103 | Core | English 4 | ELS1104 | Level 2 |
| university | 3 | There isn't any | Core | Introduction to Computing | CSC1101 | |
| university | 2 | There isn't any | Core | Arabic Language Skills | ARAB1101 | |
| College | 3 | CHEM1101 | Core | Fundamentals of Biochemistry | BIOC1251 | |
| program | 3 | BIO1101 | Core | Fundamentals of anatomy | PHT1101 | |
| program | 3 | PHT1101 | Core | Fundamental of nursing 1 | NUR1101 | |
| program | 3 | NUR1101 | Core | Fundamentals of Nursing II | NUR1201 | |

| Type of Requirement (University/ College/ Program) | Credit Hours | Prerequisites | Core or elective | Course Name | Course Code | Level |
|---|--------------|-----------------|------------------|--------------------------------------|-------------|---------|
| program | 3 | BIOC1251 | Core | Microbiology & Parasitology | MLT1251 | Level 3 |
| program | 3 | NUR1101 | Core | Health Assessment | NUR1202 | |
| College | 3 | There isn't any | Core | Medical terminology | LANT1251 | |
| program | 2 | PHT1101 | Core | Growth and Development | NUR1203 | |
| program | 3 | PHT1101 | Core | Physiology | NUR1204 | |
| program | 5 | NUR1201 | Core | Adult Health Nursing I | NUR1205 | Level 4 |
| program | 5 | NUR1201 | Core | Maternal Health Nursing | NUR1206 | |
| university | 2 | ISLS1101 | Core | Morals and civilized values in Islam | SILS1201 | |
| program | 3 | NUR1204 | Core | Pathophysiology | NUR1207 | |
| program | 2 | NUR1204 | Core | Pharmacology in nursing | PDPT1251 | |
| program | 5 | NUR1205 | Core | Adult Health Nursing II | NUR1301 | Level 5 |
| program | 5 | NUR1203 | Core | Child Health Nursing | NUR1302 | |
| program | 2 | MLT1251 | Core | Infection Control | NUR1303 | |
| program | 2 | BIOC1251 | Core | Nutrition in Nursing | NUR1304 | |
| College | 3 | There isn't any | Core | Introduction to Biostatistics | STAT1251 | |

| Type of Requirement (University/ College/ Program) | Credit Hours | Prerequisites | Core or elective | Course Name | Course Code | Level |
|---|--------------|-----------------|------------------|---------------------------------------|-------------|---------|
| program | 5 | NUR1301 | Core | Critical Care Nursing | NUR1305 | Level 6 |
| program | 4 | NUR1203 | Core | Geriatrics Nursing | NUR1306 | |
| program | 2 | STAT1251 | Core | Nursing Informatics | NUR1307 | |
| College | 3 | There isn't any | elective | Technology Elective course | GEE_T | |
| program | 2 | STAT1251 | Core | Research Methods in Health Science | NUR1308 | |
| program | 2 | NUR1301 | Core | Psychology in Nursing | NUR1309 | |
| College | 2 | There isn't any | elective | Elective Cultures | GEE_C | Level 7 |
| program | 5 | NUR1309 | Core | Psychiatric and Mental Health Nursing | NUR1401 | |
| program | 5 | NUR1305 | Core | Emergency nursing | NUR1402 | |
| program | 2 | NUR1301 | Core | Health education and promotion | NUR1403 | |
| program | 3 | NUR1308 | Core | Project | NUR1498 | |
| program | 5 | NUR1307 | Core | Community Health Nursing | NUR1404 | Level 8 |
| program | 5 | NUR1403 | Core | Leadership and management in nursing | NUR1405 | |
| program | 2 | STAT1251 | Core | Epidemiology | NUR1406 | |
| program | 2 | NUR 1309 | Core | Nursing Ethics | NUR1407 | |

| Type of Requirement (University/ College/ Program) | Credit Hours | Prerequisites | Core or elective | Course Name | Course Code | Level |
|--|--------------|---------------|------------------|------------------------------|-------------|-------|
| program | 2 | NUR1305 | Core | Palliative care Nursing | NUR1408 | |
| program | 2 | NUR1498 | Core | Nursing Professional Prepara | NUR1409 | |

Courses Description

English Language Skills 3 : ELS1103

ELS1103 is an English as a Foreign Language (EFL) B1 CEFR level academic skills-based listening and speaking course. Incorporating best EFL practices and modern pedagogical approaches, this course uses a blended curriculum approach to instruction that includes online, video, and in-class language applications. Through its required activities, this course also includes critical thinking and essential academic skills for success.

Fundamentals of Biology: BIO 1101

This is an introductory course to biology that includes the basics and concepts of biology, energy and its flow in living systems, metabolism, structure and function of cell organelles, cell cycle and types of cell division, genetic approach to biology, and the biotechnologies used. The course also introduces topics on biodiversity and its importance in plants and animals, in addition to a brief overview of the environment.

Communication skills : CID 1101

Communication skills are one of the most important skills of the future required by the government and private labor market. The communication skills course combines the theoretical dimension by increasing knowledge, information, and communication theories on the one hand. The applied dimension is related to the labor market by empowering the student with effective communication skills and practices within the organizational and cultural framework on the other hand. It also enables the student to develop the skills of innovation, influence, and creativity in work environments, personal life, and the social context.

Critical thinking skills and their contemporary applications EDUF:

There are many variables and repercussions in our daily life that force us to use unconventional and logical types of thinking. The course provides a cognitive and applied framework for the university student that contributes to developing his critical thinking skills. The course deals with the foundations of critical thinking and its components. It provides applications and exercises for students' critical thinking skills. By learning about critical reasoning skills, such as analyzing and evaluating arguments and how to present them, the course also addresses how to detect rhetorical tricks and fallacies, and then provides applications of critical thinking skills in problem solving and critical reading.

Islamic culture between authenticity and modernity ISLS101:

The course on Islamic culture between authenticity and modernity is a general requirement offered to all male and female students at the university in various academic settings. It deals with the concept of Islamic culture, its importance, goals, sources and characteristics, its most important components and its greatest challenges that it faces in our contemporary reality.

English Language Skills 4: ELS1104

ELS1104 is an English as a Foreign Language (EFL) B1 CEFR level academic skills-based reading and writing course. Incorporating best EFL practices and modern pedagogical approaches, this course uses a blended curriculum approach to instruction that includes online, and video in-class language applications. Through its required activities, this course also includes critical thinking and essential academic skills for success.

Fundamentals of Anatomy : PHT1101

This course is designed to assist the students to acquire the knowledge of the normal structure of human body and to ensure understanding of the alteration in anatomical structure of the different diseases related to the practice of Nursing.

Fundamentals of Nursing 1 : NUR 1101

This course deals with the foundations of Nursing's perspective, evolution of Nursing, Nursing process: The standard of care, Nursing education, Professional Accountability, Promotion of client care, Response to basic psychosocial needs and Response to basic physiologic needs of a client throughout lifespan. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process. It includes the basic nursing skills needed in the care of individual clients.

Fundamentals of Nursing 2 : NUR 1201

This course provides the beginning nursing students with a theoretical base of knowledge and essential skills required for developing clinical competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. It aims to introduce the

basic concepts and theories and as well as to build competency in performing basic nursing skills for selected health problems of the integumentary system, gastrointestinal, urinary and musculoskeletal system. It provides them with a non-threatening environment in which they apply nursing knowledge and master basic nursing skills of administration of medication, care of the patient with nasogastric tube, care of the patient with indwelling catheter, bowel elimination and assistive devices.

Microbiology & Parasitology : MLT1251

The Microbiology and Parasitology course provides the theoretical foundation for student nurses the important knowledge and information that will enable them to carry out their duties as nurses in the future in an informed, safe and efficient manner to their respective patients and the public in general. This course will provide students adequate information that would include those dealing with antimicrobial agents, drugs and antibiotics; public health and epidemiology; hospital-acquired infections; infection control; processes of disease-causing microorganisms; how the human body reacts and fight pathogens and infectious diseases; and the major bacterial, viral, fungal, protozoal, and parasitic diseases of humans. Different common communicable diseases will be introduced for the students to familiarize the causative agents responsible for it.

Health Assessment: NUR1202

The course introduces students to the effective knowledge and skills required for assessment of an individual's health status during health and illness throughout their life cycle. Emphasis will be placed on the appropriate approaches of physical examination techniques and health history taking methods. Clinical part of the course is designed to provide the guided nursing experience, knowledge, and skills essential for the basic preparation of the professional nurses in demonstration of physical examination tests and procedures in the lab and in the clinical area for patients with general medical and surgical problems.

Growth and Development: NUR1203

The course is designed to focus on human growth and development throughout the lifespan. It is intended to equip the nursing students with basic concepts, principles, patterns and sequences in growth and development from conception throughout adulthood. This course explores the theoretical underpinnings for growth and development relevant to the Nursing Practice and its influences affecting health status.

Physiology : NUR 1204

This course is designed to provide students with the explanation of physiologic concepts and principles of the human body. It includes the discussion on the concepts of physiology, characteristic of life, homeostasis, inflammatory response, locomotion, fluid transport, ventilation and gas exchange, conduction of the heart, blood circulation, immunity, digestion, sensation, awareness and response to environment and reproduction.

Adult Health Nursing 1 : NUR 1205

This course deals with the concepts and principles in the care of the sick patients across the lifespan in both theoretical and clinical, with emphasis on the adult populations and groups experiencing alterations/problems in fluids and electrolytes, acid-base balance, renal, urologic system,

oxygenation (gas exchange and respiratory, cardiovascular, circulatory and hematologic), and nutrition (digestive and gastrointestinal, hepatobiliary pancreatic function) in varied settings. It also includes the care of patients undergoing surgery with the focus on perioperative nursing.

Maternal Health Nursing : NUR 1206

The course involves the application of concepts and principles of nursing care management of patient's various obstetrical conditions with emphasis on curative and rehabilitative nursing.

Pathophysiology : NUR1207

This pathophysiology course is designed to promote the understanding and application of fundamental disease processes in the clinical settings. It discusses the general concepts of disease, including etiology, pathogenesis, and clinical significance. General pathophysiology concepts include: cell injury, necrosis, inflammation, wound healing and neoplasia. These concepts are applied in a systems-oriented approach to disease processes affecting musculoskeletal, cardiopulmonary, renal, nervous, gastro-intestinal, immune, hematological and endocrine systems.

Pharmacology in Nursing : PDPT 1251

This course deals with pharmacodynamics, pharmacokinetics, clinical/therapeutic uses and toxicology of drugs. Emphasis is given on the nursing considerations. It is designed to help students know what to anticipate when giving a drug/medication to a patient since nursing responsibilities includes administering drugs, assessing drug effects, intervening to make a drug more tolerable, and providing teaching about drugs and the drug regimen.

Adult Health Nursing-II : NUR1301

This course develops further the content and learning achievements acquired in adult health nursing I. The objectives are to develop knowledge, skills, competency and attitude that are required to deliver high quality nursing. This involves knowledge and application of the nursing process, problem-solving, critical thinking and evidence for best practice. The course examines areas of illness prevention, disease recognition and treatment and rehabilitation. The specific healthcare areas included will be in the nursing care of clients with disorders of the renal, nervous, musculoskeletal, endocrine, cancer and integumentary systems, delivered within medical and surgical departments.

Child Health Nursing : NUR 1302

This is a 7 credit hours course per week, concentrating on infants and children's health from birth through 18 years. This course introduces normal growth and development and the health needs of children and to the delivery of services designed to meet these needs. The course also focused on the application of the pediatric nursing theoretical knowledge in the clinical area. The students will be using the nursing process as a tool while giving nursing care to children with different medical–surgical problems.

Infection Control : NUR1303

This course is designed to provide nursing students with essential scientific knowledge to control and prevent the spread of infection within health care facilities. This course includes infection prevention and control practices, coronavirus (COVID-19) considerations, the chain of infection, standard and transmission-based precautions, barriers, and use of personal protective equipment (PPE), and strategies for preventing the spread of infectious disease to healthcare workers and Patients.

Nutrition in Nursing : NUR1304

This course deals with the study of food in relation to health. It covers nutrients and other substances and their action, and interaction and balance in relation to health and diseases and the process by which organism ingests, digests, absorbs, and transports, utilizes and excretes food substances. It will also focus in the therapeutic and food service aspects of the delivery of nutritional services in hospitals and other healthcare institutions.

Critical Care Nursing : NUR 1305

This course is designed to provide an advanced educational experience which will develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgment and problem-solving skills where nursing students provide the skills required to care competently and safely for critically ill patients. This will also provide an educational framework that will encourage the student to develop her/his skills of analysis and critical awareness in order to stimulate an enquiring and creative approach to both the theory and practice of critical care nursing. . It focuses on providing the students with the basic knowledge and fundamental nursing skills in the care of patients with critical conditions. It also focuses on prioritizing application of immediate, rapid, and accurate nursing assessment and provision of quality nursing care. Emphasis is on rapid assessment, setting priorities, rapid decision-making and appropriate nursing interventions. The course may include cases with cardiovascular, pulmonary, renal, neurologic, gastro intestinal and multisystem biological crisis, ethical and legal issues in caring the clients in the critical care unit.

Geriatrics Nursing : NUR1306

This course is a study of health and health related problems of the older adult in the family. Emphasis is placed on the management of health and health related problems, when age is a factor overlying care. Students are taught to differentiate between health potential and health problems in the aged client. Nursing strategies for health promotion, maintenance, and restoration of the aged client in a complex multicultural society are also emphasized.

Nursing Informatics: NUR1307

This course is designed to introduce information management and its application in the nursing field. Systems technology, computer information skills and ethical standards are emphasized. This course will focus on the identification of the health care cost reduction methods, quality of care, and access to care through a computerized system.

Research Methods in Health Sciences: NUR 1308

This is an introductory course intended to equip the nursing students with concepts, principles in research starting from an overview of the major phases of the research process. The course will include discussion from formulation to dissemination of research findings, focus on the formulation of a research problem to the selection of the research design, planning and choosing the appropriate research tool for data gathering, interpretation and analysis of data, conclusion and recommendations. This course explores the philosophical underpinnings for nursing knowledge relevant to the Nursing Practice. Quantitative and qualitative research methods related to the generation of evidence will be analyzed related to practice. Students will develop search strategies to answer questions related to their topic of interest. This course will require the student/group to present a research manuscript in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design and planning phases of the research process.

Psychology in Nursing : NUR 1309

The course is designed to focus on Human health and behavior across the lifespan of a client or patient, group or population. Also, this course provides the nursing students with an overview of the many areas of the rapidly changing science of psychology. No prerequisite is required, and no prior knowledge of psychology is assumed. This course introduced many of the underlying principles and approaches believed to guide human behaviors, including biological factors, learning, memory, social cognition, intelligence, emotion, and personality.

Psychiatric & Mental Health Nursing: NUR 1401

The course is designed to focus on health and illness across the lifespan of clients, population groups with acute and chronic psychosocial difficulties and psychiatric illnesses. It enables students to foster understanding and critical thinking in relation to social, ethical, legal, cultural aspects of mental health. The course also provides introduction to major groups of mental/psychiatric disorders and intervention strategies. This course is designed to provide clinical experience in in-patient and outpatient psychiatric/mental health settings. It enables the students to develop their competence in critical thinking and decision making skills in providing nursing interventions development for promoting, maintaining and restoring the mental health. It integrates principles of professional relationship, therapeutic communication and concepts of psychopharmacology in providing care to the clients. Nursing process is utilized as a framework for providing evidence-based care to clients with psychiatric/mental disorders in a mental health setting.

Emergency Nursing: NUR 1402

This course focuses on the theoretical and clinical knowledge and skills about emergency nursing which is an essential component of the health care delivery system. This course is designed to give students the chance to gain an in-depth understanding of the nature of emergency nursing and the role of nurse in meeting different needs of the patient. It provides the students with knowledge and skills that will help them to provide efficient nursing care during emergency and disaster situations either in pre-hospital settings or in hospital settings and also in disasters. Critical thinking and problem solving is emphasized.

Health Education and Promotion: NUR 1403

This is a 2 actual hours course that includes discussions on health education and promotion concepts, principles, theories and strategies as they apply in the clinical and community settings. It builds skills for assessment, diagnosis, planning, implementation and evaluation of techniques for conducting health education and promotion programs according to the community needs and aims for behavioral change.

Project : NUR 1498

This course focuses on the application of scientific principles to planning, data collection, analysis and dissemination of research in nursing practice and education. It introduces the nursing student as a nurse researcher. Students utilize the knowledge and techniques gained from NUR 1308 – Research Methods in Health Sciences to conduct nursing research for problem identification, proposal writing, research implementation and dissemination. This course will require the student/group to present a research manuscript in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design and planning phases of the research process. The course has been designed based on extensive class interactions of the students with

the instructor and supervisors. The course follows lectures, assignments, group discussion as well as field and laboratory work.

Community Health Nursing: NUR 1404

This course focuses on exploring the main role of community health nursing in promoting health, preventing illness, and restoring health. The nursing process as a prime framework in providing nursing care of individuals and families will be explored and applied. Emphasis is placed on the assessment of physical, psychosocial, and cultural environments. Knowledge related to identifying individuals and communities at risk and providing them with the proper nursing care is also explored. This course focuses on developing the skills of nursing students in providing nursing care for individuals, families, and communities. And providing students with the opportunity to put theory into practice in a variety of selected placements in the community. The primary health care centers, and schools, are examples of these settings.

Leadership and Management in Nursing: NUR 1405

This course deals with concepts, principles, theories and methods of developing nursing leaders and managers in the hospital and community-based settings. It also includes ethical, moral and legal aspects of health care and nursing practice and the nurses' responsibilities for personal and professional growth. Additionally, it deals with the application of the nursing process, leadership and management skills, supervisory skills, group dynamics and application of the different nursing leadership styles and concepts in nursing practice.

Epidemiology: NUR1406

Provides students and practitioners with an overview of epidemiology concepts as well as the history, models, and frameworks in use today. Written from a nursing perspective, this text takes an application-to-practice approach and teaches nurses how to critically analyze population-level data with the goal of improving population health outcomes. The text is keenly focused on the application of epidemiologic principles in data interpretation and critical analysis of published studies, including research design and analysis challenges. Topics covered include: social epidemiology and determinants of health, data and epidemiology, descriptive epidemiology, analytic epidemiology, epidemiology in evaluative research, epidemiology in health policy, and additional select topics.

Nursing Ethics: NURS1407

This course provides a general understanding of the ethical principles important in the beginning nurse professional. It deals with basic and advanced concepts and principles of Bioethics. It includes reflections on moral experiences, sensitizations to ethical considerations and issues in patient care, community work and public issues and responsibilities. It also entails continuous learning and applications of ethics in the practice of professional nursing

Palliative Care Nursing : NUR1408

The students will learn about the holistic approach in palliative care, the interdisciplinary team approach, models of care in hospice, specific symptom and management in palliative care, psychosocial and spiritual care, care across different setting, special issues in palliative care and end of life care in life threatening diseases.

Nursing Professional Preparation: NUR1409

This course is designed to audit the knowledge of the nursing students in the core nursing courses of the program to prepare them for the Saudi Nurses Licensure Examination (SNLE). There will

be a series of review sessions, which will be divided accordingly based on the allotted weight of specified SNLE core subjects. Students will be given a series of written examinations based on the SNLE blueprint. The reviewer will then rationalize answers to strengthen the students reasoning ability and critical thinking skills. Nursing processes, patient safety and procedural skills, communication and interpersonal skills, and professional behaviors shall also be integrated. Moreover, the students will learn the basic concepts of test-taking strategies.

Student Admission and Support

1. The student must be of Saudi nationality or have a Saudi mother, except for those exempted by the university council.
2. The student must have a high school diploma or its equivalent from within or outside the Kingdom.
3. The period since obtaining the high school diploma or its equivalent should not exceed five years, and the university council may make exceptions to this condition if compelling reasons exist.
4. The student must have good conduct and behavior.
5. Successfully pass any test or personal interview deemed necessary by the university council.
6. Be medically fit.
7. Obtain approval from their workplace if employed in any government or private entity.
8. Fulfill any specific conditions set by the university, which will be announced during the application period.
9. Special conditions specified by the university for admission in the Admission Guide for the Systems Program at the University of Tabuk.

Program learning matrix

| Areas of Evaluation | Evaluation Source | Evaluation Method | Evaluation Timing |
|---------------------------------------|---|--|--------------------------|
| Program Leadership | <ul style="list-style-type: none"> • Faculty Members • College Administration • Independent Assessor | Opinion Surveys Interviews Reports | End of the academic year |
| Teaching and evaluation effectiveness | <ul style="list-style-type: none"> • Program Leadership • College Administration • Students | <ul style="list-style-type: none"> • Student and Alumni Surveys • Interviews • Visits & Reports | During the semester |
| Learning Resources | <ul style="list-style-type: none"> • Students • Program Leaders • Faculty Members | <ul style="list-style-type: none"> • Opinion Surveys • Interviews • Statistics & Reports | During the semester |
| Services | <ul style="list-style-type: none"> • Students • Faculty Members | <ul style="list-style-type: none"> • Opinion Surveys • Interviews • Statistics & Reports | End of the academic year |

| Learning Outcomes | | Teaching Strategy (Classroom Activities) | Teaching Strategy (Extra-curricular Activities) |
|-------------------|---|---|---|
| Knowledge: | | | |
| K1 | Identify the knowledge from mathematical, biological, behavioral, and medical sciences upon which the nursing specialization is based. | Developed lecture - discussion and dialogue – collaborative learning - concept maps - simulation | Assignments - Mini Research |
| K2 | Describe nursing theories, models, systems, principles and concepts relevant to the provision of comprehensive and effective nursing care | Developed lecture - discussion and dialogue - brainstorming - simulation | Assignments - Mini Research |
| K3 | Apply processes, methods, practices and factors associated with nursing practice as well as nursing care trends | Developed lecture - discussion and dialogue - brainstorming - case study - role play simulation | Assignments - mini research - written reports |
| Skills: | | | |
| S1 | Summarize information from nursing and medical specialties as well as scientific research related to nursing interventions and skills that contribute to improving care | Developed lecture - discussion and dialogue - brainstorming - concept maps - simulation | Assignemnets– Training on skills |
| S2 | Plann and/or provide nursing care taking into account social, psychological, contextual and patient preferences factors that contribute to the high quality of care | Developed lecture - discussion and dialogue - brainstorming - case study - problem solving - simulation | Assignments - mini research - Training on required skills |

| Learning Outcomes | | Teaching Strategy (Classroom Activities) | Teaching Strategy (Extra-curricular Activities) |
|-------------------|--|---|---|
| S3 | Evaluate issues and problems using the nursing process in multiple contexts to provide safe care. | - Presentations – Modeling Self-learning - problem solving - simulation | Assignments - Mini Research -Knowledge journeys on the web |
| S4 | Implement practical nursing manual skills procedures in accordance with technical and nursing standards for safe care. | - Developed lecture - Discussion and dialogue - Brainstorming - Case study - Problem solving - Simulation | Assignments - Panel discussions - Written reports |
| S5 | Use diverse communication styles and skills to contribute to the nursing perspective to maximize the improvement of patient care outcomes. | - Developed lecture - Discussion and dialogue - Brainstorming - Case study - Concept maps - Simulation | Assignments - mini research - training on different skills |
| S6 | Adapt patient care technologies and information systems to provide care, collect data, generate information, and generate knowledge. | Developed lecture - discussion and dialogue - brainstorming - case study - simulation | Assignments - Skills Application Training - Written Reports |
| Values: | | | |
| V1 | Adhere to ethical principles, professional and social standards, responsibilities and rules of nursing practice. | Problem Solving - Presentations – Collaborative Learning - Simulation | Field visits - assignments - written reports - panel discussions |
| V2 | Engage in self-assessment of special learning needs for self-improvement and career development. | Case Study - Presentations - Problem Solving - Simulation | Assignments - Written Reports |
| V3 | Collaborate effectively, as an individual or in a team, in | Collaborative learning - Presentations - Problem Solving - Simulation | Panel Discussions - Written Reports |

| Learning Outcomes | Teaching Strategy (Classroom Activities) | Teaching Strategy (Extra-curricular Activities) |
|---|---|---|
| multifaceted and/or multidisciplinary settings | | |

3.5 Mentoring and orientation programs for new students

Holding an induction week for students in which it addresses:

- Introducing students to the university, college and program, and their evaluation methods as well as the rules and regulations in force at the university
- Introduction to the sciences and topics that he/she will study in the program.
- Training students through the Academic Affairs Unit on the mechanism of registration, deletion and postponement of courses
- Introducing students to the services provided by the Academic Advising Unit
- Introducing students to the electronic services and support services at the university

Mentoring Services

- There is an Academic Counseling Unit at the university, which provides colleges and their programs with regulations and policies related to academic counseling processes. Additionally, each college has its own Academic Counseling Unit responsible for academic counseling in the college's programs, consisting of faculty members. There is also an Academic Counseling Committee in each program overseeing the academic counseling processes, including the distribution of students among faculty members and providing advice and guidance on academic aspects to the students.
- Benefiting from the orientation programs for new students to introduce the study system and tests, achieve adaptation to university studies, and introduce them to their rights and duties.
- Introductions to academic and behavioral violations: such as cheating in tests, the percentage of absence exceeding the permissible limit for the student, the

low cumulative average of the student, and its impact on the student's academic career.

- Introduction to Academic Penalties, such as being prohibited from taking exams, receiving warnings, being put on academic probation, and final academic dismissal resulting in deregistration. Explanation of the regulations governing the transition from one level to another according to the approved study plan for the specialization.
- Introduction to the details of the study plan for the specialization from the total hours required for graduation, Core hours and elective hours at the department, college and university levels, and the names and codes of courses.
- Introduction to the system of course registration, postponement and dropout of study by obtaining academic advice in registering courses, calculating and adding them, apologizing for a course, postponing the study for the semester, or transferring the specialization to another.
- Introduction to the academic opportunities available to underperforming students and the controls of re-enrollment.
- Benefit from counseling programs to help students with special needs.
- Benefiting from academic advising programs directed to outstanding students and helping them continue to excel to encourage them and motivate others.
- The academic counselor provides students, when needed, with indicators of their academic levels, such as the low cumulative averages of each other and the extent of their attendance in lectures.
- Organizing and implementing programs, holding orientation workshops, and awareness of all kinds.
- Carrying out specialized scientific research targeting student issues and developing their various activities.
- Organizing and implementing counseling programs for outstanding students and scholarship students to guide them to achieve their continuation of studies.
- Preparing brochures and guidance and electronic publications for all employees of the program that include study schedules and everything related to regulations and regulations.
- Preparing periodic reports, including graphical and statistical tables on the level of students' academic performance in the courses, submitting them to the head of the department, and proposing solutions to remedy any failure. (Academic Advising Guide)

Career Counselling Services

- Introducing the scientific and professional opportunities available for specialization for all students (Registration in Qimam Fellowship Program to empower promising leaders - (Introducing the Student Employment Office at the University of Tabuk)
- Providing professional guidance from the beginning to the end of the program to equip the student with the advice and direction needed regarding planning and the qualifications required for potential careers.
- Providing training courses for students expected to graduate to prepare them for the labor market.

Social Counseling Services

- Providing advice regarding academic, administrative and social problems and providing appropriate solutions to them.
- Organizing and implementing programs, competitions that contribute to encouraging students to raise their averages, or allocating incentive prizes for distinguished students.
- Guiding students during faculty members' office hours regarding personal and social aspects.

Psychological Counseling Services

- Students are directed to the Psychological Counseling Unit at the university according to an approved form.

3.7 Programme Learning Resources

- The program has a committee dedicated to learning resources whose tasks are to communicate with the relevant authorities to provide these resources.
- The head of the program follows up with this committee on the necessary procedures to provide references and sources.
 - Through this committee, communication is established with the student services library at the beginning of each semester to assess the availability of the required books.
 - Textbooks are provided to students through the student services library, offering original copies of references and books at reasonable prices, or providing photocopies in case of difficulty obtaining the original copies.

- There is a library dedicated to the College of Sharia and Legal Studies that offers copies of the prescribed books for students.
- A central library is available on campus that provides all the books and references students may need.
- A digital library, along with internet-equipped devices in halls and corridors, as well as computer labs with electronic programs, is accessible.
- Human and financial resources are allocated to facilitate this through the relevant departments within the university.
- Feedback on the availability of books and references needed by students is collected through the Learning Resources Committee.
- Understanding students' opinions regarding the availability of databases is assessed through the Learning Resources Committee.
- Gathering the opinions of faculty members on the availability of books and references they require is done through the Learning Resources Committee.

Qualified Professions/Occupations:

Those who earn a bachelor's degree in nursing are expected to join one of the hospitals in the government or private sectors or work as lecturers at universities.

Facilities & Equipment

- The college has classrooms and offices for faculty members.
- The college has laboratories
- Provide textbooks in the Student Service Library.
- Creating a suitable environment for administrative affairs

Library

Students and faculty in the program, have access to the university library. Libraries on campus are linked to the Central Library through a reference reservation and delivery system, making it easier to access non-locally available references. The

Saudi Digital Library also provides access to a wide range of electronic resources and references related to the program.

Classrooms

- A sufficient number of classes are provided for the program in proportion to the number of students enrolled and according to the program's goal of maintaining small class sizes. Classrooms are equipped with blackboards, projectors and internet access.

Medical Facilities

- Medical facilities are available to ensure the provision of rapid medical treatment and support when needed, through the university's medical centers on both campuses.

Public Transportation Services

Service Procedures :

- Login is done through the system using the university number and ID number, and if the student is regular, mandatory fields are available to him/her to fill out, including specifying the area and residential neighborhood, and after submitting the application, the student can follow up on the status of his/her application through the system to know the nearest transport route.

Student E-Services

All student services are carried out through the university's website as listed below:

لاستعلام عن طلب تم تقديمه

قم الطالب

قم الهوية أو الرقم الجامعي

استعلام

My Services

Service Description :

The application of smart devices provides the student with many services provided by the Deanship of Student Affairs - University of Tabuk, such as transportation, buffets, news and clubs.

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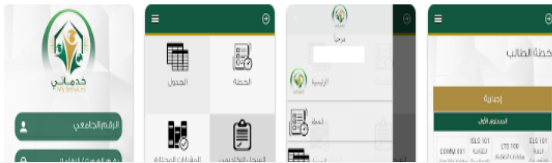
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Appendices

| استبانة تقييم المقرر Course Evaluation Survey (CES) | | | |
|---|--|---------------------------------|--|
| أخي الطالب/ اختي الطالبة السلام عليكم ورحمة الله وبركاته،، وبعد: فيسعدنا إبداء الرأي عن مدى رضاكم عن جودة التعليم والتعلم في المقرر، وذلك من خلال الإجابة عن فقرات الاستبانة المرفقة أدناه بدقة ومصداقية وموضوعية. كما أننا نرحب بأي تعديل أو إضافة من شأنها الارتقاء بتطلعاتنا معًا، وتلبي الاحتياجات التعليمية والتربوية، علمًا بأن إجاباتكم سوف تحاط بالسرية التامة. | | | |
| أولاً: معلومات عامة First: General Information | | | |
| اسم البرنامج Program | | الكلية: College | |
| اسم المقرر ورمزه Course title and code | | العام الدراسي: Academic Year | |
| الفصل الدراسي Semester | | الجنس: Gender | |

ثانياً: نرجو التفضل بالإجابة عن الفقرات التالية بوضع علامة (√) تحت الخيار الذي يعبر عن رأيك. مع ملاحظة أن هناك خمسة مستويات لدرجة موافقتك: كبيرة جداً (5)، كبيرة (4)، متوسطة (3)، ضعيفة (2)، ضعيفة جداً (1).

Second: Place a checkmark (√) next to the choice that best represents your opinion about the following statements.

| درجة الموافقة | | | | | البنود Items | م |
|------------------------------------|----------------------|-----------------------|----------------|------------------------------|---|---|
| لا أوافق بشدة Strongly disagree | لا أوافق Disagree | غير متأكد Not sure | أوافق agree | أوافق بشدة Strongly agree | | |
| 1 | 2 | 3 | 4 | 5 | | |
| | | | | | كانت الخطوط الأساسية للمقرر واضحة بالنسبة لي (بما في ذلك المعلومات والمهارات التي صمم المقرر لتطويرها) The course outline (including the knowledge and skills the course was designed to develop) was made clear to me. | 1 |
| | | | | | كانت متطلبات النجاح للمقرر واضحة بالنسبة لي (بما في ذلك الواجبات التي يتم التقييم بناء عليها، ومحكات التقييم) The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me. | 2 |
| | | | | | كانت مصادر مساعدتي في المقرر واضحة بالنسبة لي (بما في ذلك الساعات المكتبية لعضو هيئة التدريس، والمراجع) Sources of help for me | 3 |

| 1 | 2 | 3 | 4 | 5 | Questions about what happened during the course | بنود خاصة بسير المقرر Course |
|---|---|---|---|---|---|------------------------------|
| | | | | | during the course including faculty office hours and reference material were made clear to me. | |
| | | | | | كان تنفيذ المقرر والأشياء التي طلب مني أداؤها متسقة مع الخطوط الأساسية للمقرر | 4 |
| | | | | | The conduct of the course and the things I was asked to do were consistent with the course outline. | |
| | | | | | كان عضو هيئة التدريس ملتزماً بإعطاء المقرر بشكل كامل (مثل: بدأ المحاضرات في الوقت المحدد، تواجد عضو هيئة التدريس بشكل دائم، الإعداد الجيد للمواد المساعدة في التدريس، وهكذا) | 5 |
| | | | | | My instructor(s) were fully committed to the delivery of the course. (E.g. classes started on time, instructor always present, material well prepared, etc) | |
| | | | | | لدى عضو هيئة التدريس الذي يقوم بتقديم هذا المقرر إلمام كامل بمحتوى المقرر | 6 |
| | | | | | My instructor(s) had thorough knowledge of the content of the course. | |
| | | | | | كان عضو هيئة التدريس مستعداً للمساعدة خلال الساعات المكتبية | 7 |
| | | | | | My instructor(s) were available during office hours to help me. | |
| | | | | | كان عضو هيئة التدريس متحمساً لما يقوم بتدريسه. | 8 |
| | | | | | My instructor(s) were enthusiastic about what they were teaching | |
| | | | | | كان عضو هيئة التدريس معيناً لي ومهتماً بمدى تقدمي | 9 |
| | | | | | My instructor(s) cared about my progress and were helpful to me. | |
| | | | | | كان كل ما يقدم في المقرر حديثاً ومفيداً، (النصوص المقروءة، التلخيصات، المراجع، وما شابهها) | 10 |
| | | | | | Course materials were of up to date and useful (Texts handouts, references etc.) | |
| | | | | | كانت جميع المصادر التي يتطلبها هذا المقرر متوفرة متى احتاج إليها. | 11 |
| | | | | | The resources I needed in this course (textbooks, library, computers etc.) were available when I needed them. | |
| | | | | | كان هناك استخدام فعال للتقنية لدعم تعليمي في هذا المقرر | 12 |
| | | | | | In this course effective use was made of technology to support my learning | |
| | | | | | وجدت تشجيعاً لإلقاء الأسئلة وتطوير أفكارى الخاصة في هذا المقرر | 13 |
| | | | | | In this course I was encouraged to ask questions and develop my own ideas | |
| | | | | | وجدت تشجيعاً على تقديم أفضل ما عندي خلال هذا المقرر | 14 |
| | | | | | In this course I was inspired to do my best work | |
| | | | | | ساعدت الأشياء التي طلبت مني في هذا المقرر في تطوير معارفي ومهاراتي التي يهدف المقرر إلى تعليمها (مثل: الأنشطة الصفية/ المعامل/ وهكذا). | 15 |
| | | | | | The things I had to do in this course (class activities, assignments, laboratories etc) were helpful for developing the knowledge and skills the course was intended to teach.. | |
| | | | | | كانت كمية العمل في هذا المقرر متناسبة مع عدد الساعات المخصصة للمقرر | 16 |
| | | | | | The amount of work I had to do in this course was reasonable for the credit hours allocated | |
| | | | | | قدمت لي درجات الواجبات والاختبارات في هذا المقرر خلال وقت مناسب | 17 |
| | | | | | Marks for assignments and tests in this course were given to me within reasonable time | |
| | | | | | كان تصحيح واجباتي واختباراتي عادلاً ومناسباً | 18 |
| | | | | | Grading of my tests and assignments in this course was fair and reasonable | |

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| | | | | | | |
|---|---|---|---|---|---|----|
| | | | | | وَصَّحَتْ لي الصلة بين هذا المقرر والمقررات الأخرى بالبرنامج (القسم) The links between this course and other courses in my total program were made clear to me | 19 |
| 1 | 2 | 3 | 4 | 5 | تقويم المقرر Evaluation of the Course | |
| | | | | | What I learned in this course is important and will be useful to me. ما تعلمته في هذا المقرر مهم وسيفيدني مستقبلاً | 20 |
| | | | | | ساعدني هذا المقرر على تحسين قدراتي على التفكير وحل المشكلات بدلاً من حفظ المعلومات فقط This course helped me to improve my ability to think and solve problems rather than just memorize information. | 21 |
| | | | | | This course helped me to develop my skills in working as a member of a team. ساعدني هذا المقرر على تحسين مهاراتي في العمل بروح الفريق. | 22 |
| | | | | | This course improved my ability to communicate effectively. ساعدني هذا المقرر على تحسين قدراتي على التواصل بفاعلية | 23 |
| 1 | 2 | 3 | 4 | 5 | التقويم العام Overall Evaluation | |
| | | | | | Overall, I am satisfied with the quality of this course. أشعر بالرضا بشكل عام عن مستوى جودة هذا المقرر | 24 |

ثالثاً: أمل التكرم بالإجابة عن السؤالين الآتيين:

.Thirdly, I respectfully request that you respond to the following two questions

| | |
|---|----|
| What did you like most about this course? ما الذي أعجبك بشكل كبير في هذا المقرر؟ | 25 |
| What did you dislike most about this course? ما الذي لم يعجبك بشكل كبير في هذا المقرر؟ | 26 |
| What suggestion(s) do you have to improve this course? ما الاقتراحات التي لديك لتحسين هذا المقرر؟ | 27 |

4- استبانة خبرة الطالب

| استبانة خبرة الطالب (Student Experience Survey (SES)) | | |
|--|--------------------------------|--|
| <p>أخي الطالب/ اخي الطالبة السلام عليكم ورحمة الله وبركاته،،، وبعد: فيسعدنا إبداء الرأي عن مدى رضاكم عن جودة البرنامج ، وذلك من خلال الإجابة عن فقرات الاستبانة المرفقة أدناه بدقة ومصداقية وموضوعية. كما أننا نرحب بأي تعديل أو إضافة من شأنها الارتقاء بتطلعاتنا معًا، وتلبي الاحتياجات التعليمية والتربوية، علمًا بأن إجاباتكم سوف تحاط بالسرية التامة.</p> | | |
| <p>أولاً: معلومات عامة First: General Information</p> | | |
| اسم البرنامج Program | الكلية College | |
| اسم المقرر ورمزه Course title and code | العام الدراسي Academic Year | |
| الفصل الدراسي semester | الجنس Gender | |

| <p>ثانياً: نرجو التفضل بالإجابة عن الفقرات التالية بوضع علامة (✓) تحت الخيار الذي يعبر عن رأيك. مع ملاحظة أن هناك خمسة مستويات لدرجة موافقتك: كبيرة جداً (5)، كبيرة (4)، متوسطة (3)، ضعيفة (2)، ضعيفة جداً (1).</p> <p>. Second: Place a checkmark (✓) next to the choice that best represents your opinion about the following statements</p> | | | | | | |
|--|----------------------|-----------------------|----------------|------------------------------|--|---|
| درجة الموافقة | | | | | البنود Items | م |
| لا أوافق بشدة Strongly disagree | لا أوافق Disagree | غير متأكد Not sure | أوافق agree | أوافق بشدة Strongly agree | | |
| 1 | 2 | 3 | 4 | 5 | المشورة والدعم Advice and Support | |
| | | | | | كان من السهل علي أن أجد المعلومات الخاصة بالجامعة وأقسامها (برامجها) قبل أن أسجل فيها. It was easy to find information about the institution and its programs before I enrolled at this institution for the first time. | 1 |
| | | | | | عندما بدأت في هذه الجامعة، ساعدني برنامج التهيئة المعد للطلبة المستجدين When I first started at this institution, the orientation program for new students was helpful for me. | 2 |
| | | | | | هناك فرص كافية في هذه الجامعة للحصول على المشورة فيما يتعلق بدراستي ومستقبلي المهني. There are enough opportunities in this university to get advice on my studies and my future career. | 3 |

| | | | | | | |
|---|---|---|---|---|--|----|
| | | | | | There is sufficient opportunity at this institution to obtain advice on my studies and my future career. | |
| | | | | | إجراءات التسجيل للمقررات سهلة وذات كفاءة Procedures for enrolling in courses are simple and efficient. | 4 |
| 1 | 2 | 3 | 4 | 5 | Learning Resources and Facilities مصادر وتجهيزات التعلم | |
| | | | | | الفصول الدراسية (بما في ذلك قاعات المحاضرات، والمعامل، وهكذا) جذابة ومريحة. Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable. | 5 |
| | | | | | مرافق وتجهيزات الحاسوب المخصصة للطلبة تكفي احتياجاتي. Student computing facilities are sufficient for my needs. | 6 |
| | | | | | The library staff are helpful to me when I need assistance. | 7 |
| | | | | | أشعر بالرضا عن جودة ومقدار المواد التعليمية المتاحة لي بالمكتبة I am satisfied with the quality and extent of materials available for me in the library. | 8 |
| | | | | | تفتح المكتبة أبوابها في أوقات ملائمة times. The library is open at convenient | 9 |
| | | | | | هناك مرافق متاحة للأنشطة اللا منهجية (بما في ذلك الأنشطة الرياضية والترفيهية) Adequate facilities are available for extracurricular activities (including sporting and recreational activities) | 10 |
| | | | | | هناك مرافق مناسبة متاحة بالجامعة لأداء الشعائر الدينية Adequate facilities are available at this institution for religious observances. | 11 |
| 1 | 2 | 3 | 4 | 5 | تقويم التعلم الذي حصلت عليه Evaluation of my Learning | |
| | | | | | يهتم معظم أعضاء هيئة التدريس الذين أتعامل معهم بمدى تقدمي بصورة فعالة of the faculty with whom I work at this institution are genuinely interested in my progress. | 12 |
| | | | | | هيئة التدريس بالجامعة عادلون في معاملتهم للطلبة Faculty at this institution are fair in their treatment of students | 13 |
| | | | | | تشجعني المقررات والواجبات التي أكلف بها على دراسة الأفكار الجديدة وعلى التعبير عن آرائي. My courses and assignments encourage me to investigate new ideas and express my own opinions. | 14 |
| | | | | | تزيد دراستي في البرنامج قدرتي على دراسة وحل المشكلات المستجدة وغير العادية. As a result of my studies my ability to investigate and solve new and unusual problems increasing | 15 |
| | | | | | تنمي دراستي في البرنامج قدرتي على صياغة الأبحاث ونتائجها والتعبير عنها بصورة فعالة. My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies. | 16 |
| | | | | | يحفزني البرنامج (القسم) الذي أدرس به على المزيد من التعلم My program of studies is stimulating my interest in further learning. | 17 |
| | | | | | تشكل المعارف والمهارات التي أكتسبها أهمية كبيرة بالنسبة لمستقبلي الوظيفي. The knowledge and skills I am learning will be valuable for my future career. | 18 |
| | | | | | أتعلم كيف أعمل بشكل فعال مع الأنشطة الجماعية I am learning to work effectively in group activities. | 19 |

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| التقويم العام Overall Evaluation | | | | | |
|--|--|--|--|---|----|
| | | | | أشعر بالرضا بشكل عام عن الحياة الطلابية في هذه الجامعة. Overall I am satisfied with my life as a student at this institution. | 20 |
| ثالثاً: أمل التكرم بالإجابة عن الأسئلة التالية: . questions Thirdly, I respectfully request that you respond to the following | | | | | |
| | | | | What did you like most about your studies at this institution? ما أكثر شيء أعجبك فيما يخص دراستك في هذه الجامعة؟ | 21 |
| | | | | What did you dislike most about your studies at this institution? ما أكثر شيء لم يعجبك فيما يخص دراستك في هذه الجامعة؟ | 22 |
| | | | | What suggestions do you have for improvements in your program at this institution? ما الاقتراحات التي لديك لتحسين البرنامج (القسم) الذي درست به في هذه الجامعة؟ | 23 |

5- استبانة تقويم البرنامج

| استبانة تقويم البرنامج Program Evaluation Survey (PES) | | | |
|---|---|--|--|
| أخي الطالب/ اختي الطالبة السلام عليكم ورحمة الله وبركاته،،، وبعد: فيسعدنا إبداء الرأي عن مدى رضاكم عن جودة البرنامج، وذلك من خلال الإجابة عن فقرات الاستبانة المرفقة أدناه بدقة ومصداقية وموضوعية. كما أننا نرحب بأي تعديل أو إضافة من شأنها الارتقاء بتطلعاتنا معاً، وتلبي الاحتياجات التعليمية والتربوية، علماً بأن إجاباتكم سوف تحاط بالسرية التامة. | | | |
| أولاً: معلومات عامة First: General Information | | | |
| الكلية College | اسم البرنامج Program | | |
| العام الدراسي Academic Year | اسم المقرر ورمزه Course title and code | | |
| الجنس Gender | الفصل الدراسي semester | | |

ثانياً: نرجو التفضل بالإجابة عن الفقرات التالية بوضع علامة (✓) تحت الخيار الذي يعبر عن رأيك. مع ملاحظة أن هناك خمسة مستويات لدرجة موافقتك: كبيرة جداً (5)، كبيرة (4)، متوسطة (3)، ضعيفة (2)، ضعيفة جداً (1).

. Second: Place a checkmark (✓) next to the choice that best represents your opinion about the following statements

| درجة الموافقة | | | | | البنود Items | م |
|------------------------------------|----------------------|-----------------------|----------------|------------------------------|---|---|
| لا أوافق بشدة Strongly disagree | لا أوافق Disagree | غير متأكد Not sure | أوافق agree | أوافق بشدة Strongly agree | | |
| 1 | 2 | 3 | 4 | 5 | المساعدة والدعم اللذان قدما لتعليمي Help and Support for my Learning | |
| | | | | | أتيج لي الإرشاد الأكاديمي والمهني المناسب خلال فترة دراستي بالبرنامج Adequate academic and career counselling was available for me throughout the program. | 1 |

Faculty of Nursing Student Guide

| | | | | | | |
|---|---|---|---|---|---|----|
| | | | | | كانت هيئة التدريس متاحة للإرشاد والمشورة عندما كنت أحتاج للتحدث إليهم. The instructors were available for consultation and advice when I needed to speak with them. | 2 |
| | | | | | كنت أخطى بتشجيع هيئة التدريس بالقسم على تقديم أفضل ما عندي instructors in the program inspired me to do my best. | 3 |
| | | | | | قدمت لي هيئة التدريس بالقسم تغذية راجعة لكل أعمالي the program gave me helpful feedback on my work. | 4 |
| | | | | | لدى هيئة التدريس بالقسم معرفة كبيرة بمحتوى المقررات التي يدرسونها instructors in the program had thorough knowledge of the content of the courses they taught. | 5 |
| | | | | | كانت هيئة التدريس بالقسم متحمسة للعمل. enthusiastic about the program. | 6 |
| | | | | | اهتمت هيئة التدريس بمدى تقدمي The instructors cared about the progress of their students. | 7 |
| 1 | 2 | 3 | 4 | 5 | المصادر الخاصة بدعم تعليمي Resources to Support my Learning | |
| | | | | | كانت المواد الدراسية المساعدة بالمقررات حديثة ومفيدة Study materials in courses were up to date and useful. | 8 |
| | | | | | كانت مصادر المكتبة مناسبة ومتاحة لي متى احتجت إليها Library resources were adequate and available when I needed them. | 9 |
| | | | | | اتسمت تجهيزات القاعات (المحاضرات/ المعامل/ المختبرات) بالجودة Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality. | 10 |
| | | | | | كانت تجهيزات الحاسوب كافية لاحتياجاتي. Student computing facilities were sufficient for my needs. | 11 |
| | | | | | توفرت التجهيزات المناسبة للأنشطة اللامنهجية (بما في ذلك التجهيزات الخاصة بالرياضة والترفيه) Adequate facilities were available for extracurricular activities (including sporting and recreational activities). | 12 |
| | | | | | هناك مرافق مناسبة لأداء الشعائر الدينية. Adequate facilities were available for religious observances. | 13 |
| | | | | | كانت برامج التدريب الميداني (أو سنة الامتياز) فعالة في تطوير مهاراتي Field experience programs (internship, practicum, cooperative training) were effective in developing my skills (Omit this item if not applicable to your program) | 14 |
| 1 | 2 | 3 | 4 | 5 | تقويم التعليم الذي حصلت عليه Evaluation of my Learning | |
| | | | | | ما تعلمته في هذا البرنامج (القسم) سيكون مهماً لمستقبلي What I have learned in this program will be valuable for my future. | 15 |
| | | | | | لقد ساعدني البرنامج في تطوير الاهتمام الكافي لدي للسعي في الاستمرار في تحديث معلوماتي حسبما يستجد في مجال دراستي The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study. | 16 |
| | | | | | لقد طور البرنامج قدراتي على استقصاء وحل المشكلات المستجدة The program has developed my ability to investigate and solve new problems. | 17 |
| | | | | | لقد طور البرنامج قدراتي على العمل بفاعلية مع المجموعات The program has improved my ability to work effectively in groups. | 18 |

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| | | | | | The program has improved my skills in communication. لقد حسن البرنامج مهاراتي في التواصل بفاعلية | 19 |
| | | | | | The program has helped me to develop good basic skills in using technology to investigate issues and communicate results. لقد ساعدني البرنامج في تطوير مهاراتي الأساسية في استخدام التقنية لدراسة القضايا والتعبير عن النتائج | 20 |
| | | | | | I have developed the knowledge and skills required for my chosen career. لقد طور البرنامج معارفي ومهاراتي اللازمة لمهنتي التي اخترتها | 21 |
| التقويم العام | | | | | | |
| | | | | | Overall, I am satisfied with the quality of this course. أشعر بالرضا بشكل عام عن مستوى جودة هذا البرنامج | 22 |

| | | | | | | |
|---|--|--|--|--|---|----|
| ثالثاً: أمل التكرم بالإجابة عن الأسئلة التالية: | | | | | | |
| Thirdly, I respectfully request that you respond to the following questions. | | | | | | |
| | | | | | What did you like most about your studies at this institution? ما أكثر شيء أعجبك فيما يخص دراستك في هذه الجامعة؟ | 23 |
| | | | | | What did you dislike most about your studies at this institution? ما أكثر شيء لم يعجبك فيما يخص دراستك في هذه الجامعة؟ | 24 |
| | | | | | What suggestions do you have for improvements in your program at this institution? ما الاقتراحات التي لديك لتحسين البرنامج (القسم) الذي درست به في هذه الجامعة؟ | 25 |

6- استبانة استطلاع آراء الطلاب حول الإرشاد الأكاديمي

استبانة استطلاع آراء الطلاب حول الإرشاد الأكاديمي Student Survey on Academic Counselling

أخي الطالب / أختي الطالبة:

السلام عليكم ورحمة الله وبركاته،،، وبعد:

فَبَيِّنْ يديك استبانة نستطلع من خلالها رأيك فيما يتعلق بإجراءات التسجيل وذلك من خلال تقييم أداء المرشد الأكاديمي، سعياً إلى الارتقاء بالمستوى الأكاديمي وتحقيقاً لأهداف البرنامج في التطوير المستمر، فنأمل منكم التفضل مشكورين بالإجابة عمّا ورد فيها من أسئلة مع مراعاة الدقة والموضوعية، علمًا بأن جميع البيانات والمعلومات والآراء تحاط بسرية تامة.

Dear Student:

Here is a survey through which we explore your opinion and feedback regarding registration procedures by evaluating the academic advisor's performance in order to enhance the academic level and achieve the program's goals for continuous development. Thus, we hope you kindly answer the questions included therein accurately and objectively, knowing that all data, information and opinions are kept strictly confidential.

أولاً: معلومات عامة

First: General Information

| | |
|---|--------------------------------|
| اسم البرنامج Program | الكلية College |
| اسم المقرر ورمزه Course title and code | العام الدراسي Academic Year |
| الفصل الدراسي semester | الجنس Gender |

ثانياً: نرجو التفضل بالإجابة عن الفقرات التالية بوضع علامة (√) تحت الخيار الذي يعبر عن رأيك. مع ملاحظة أن هناك خمسة مستويات لدرجة موافقتك: كبيرة جداً (5)، كبيرة (4)، متوسطة (3)، ضعيفة (2)، ضعيفة جداً (1).

. Second: Place a checkmark (√) next to the choice that best represents your opinion about the following statements

| درجة الموافقة | | | | | البنود Items | م |
|--|----------------------|--------------------------|-------------------------|------------------------------------|---|----|
| لا أوافق بشدة Strongly disagree | لا أوافق Disagree | غير متأكد Not sure | أوافق أوافق agree | أوافق بشدة Strongly agree | | |
| 1 | 2 | 3 | 4 | 5 | المشورة والدعم Advice and Support | |
| | | | | | يوجد إعلانات إرشادية واضحة لمساعدتي للحصول على الإرشاد الأكاديمي المناسب في البرنامج. There are clear announcements to help me get the right academic counselling in the program. | 1. |
| | | | | | تتوفر معلومات كافية عن الإرشاد الأكاديمي على الموقع الإلكتروني للكلية Sufficient information about academic counselling is available on the college's website. | 2. |
| | | | | | يمكنني التواصل بسهولة مع المرشد الأكاديمي في مكتبه خلال الساعات المعلنة والمخصصة للإرشاد الأكاديمي. I can easily communicate with the academic advisor in his/her office during the hours allocated for academic counselling. | 3. |
| | | | | | أتحدث لي مجموعة مهمة من الجلسات الحوارية عبر مبادرة حوار لشرح إجراءات الإرشاد الأكاديمي وأهميته وطريقة تواصلني مع المرشد الأكاديمي إلكترونياً. I had essential dialogue sessions through the Hiwar Initiative, in which I was introduced to the academic counselling procedures, its importance, and how I communicate with the academic advisor electronically. | 4. |
| | | | | | تساعدني الجلسات واللقاءات الحوارية على استيعاب طريقة احتساب معدلي الفصلي والتراكمي ووضع خطة لتحسينه. Dialogue sessions and meetings helped me understand how my semester and cumulative GPA are calculated and develop a plan to improve it. | 5. |
| | | | | | يوضح لي المرشد الأكاديمي أنظمة ولوائح الجامعة ، مثل: (ضوابط وعقوبة الغياب/الغش...). The academic advisor explains the university rules and regulations, such as: (controls and penalties for absence/cheating...). | 6. |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>7. تهتم وحدة الإرشاد الأكاديمي بالبرنامج باكتشاف مجالات موهبتي وإبداعي وتبنيها . The Academic Counselling Unit discovers and adopts areas of my talent and creativity.</p> |
| | | | | | <p>8. يقدم لي المرشد الأكاديمي خطة كاملة لدعمي ومتابعتي حال تعثري أو انخفاض معدل أدائي. The academic advisor provides me with a complete plan to support and follow me up in case of low achievement and performance.</p> |
| | | | | | <p>9. يقدم لي المرشد الأكاديمي خطة كاملة لرعايتي وتحفيزي حال تفوقي. The academic advisor provides me with a complete plan to motivate me in case of high achievement.</p> |
| | | | | | <p>10. استفدت من اللقاءات الفردية التي عقدها معي المرشد الأكاديمي لتشخيص ومعرفة أسباب تعثري الدراسي أو أدائي الأكاديمي المنخفض وتقديم التوجيه الأكاديمي والاجتماعي والنفسي المناسب لذلك. I benefited from the individual meetings held by the academic advisor to diagnose and find out the reasons for my low academic performance and achievement and provide appropriate academic, social and psychological guidance.</p> |
| | | | | | <p>11. استفدت من اللقاءات الجماعية التي عقدها معنا المرشد الأكاديمي. I benefited from the group meetings held by the academic advisor.</p> |
| | | | | | <p>12. يحتفظ المرشد الأكاديمي بملف خاص بي. The academic advisor keeps my own file.</p> |
| | | | | | <p>13. يشرح لي المرشد الأكاديمي الصلة بين المقررات الدراسية وتفصيل الخطة الدراسية للبرنامج. The academic advisor explains the connection between the courses and the program's study plan.</p> |
| | | | | | <p>14. يساعدني المرشد الأكاديمي في تسجيل الساعات الدراسية المتوافقة مع قدراتي والنظام الجامعي . The academic advisor helps me register the credit hours compatible with my abilities and the university system.</p> |
| | | | | | <p>15. يساعدني المرشد الأكاديمي في إعداد جدول زمني وخطة لإكمال متطلبات التخرج The academic advisor helps me prepare a timeline and plan to complete the graduation requirements.</p> |

| | | | | | | |
|--|--|--|--|--|--|-----|
| | | | | | يقوم المرشد الأكاديمي بالتأكد من عدم وجود أي تعارض في مواعيد جدولتي الدراسي The academic advisor makes sure that there is no conflict with my schedule. | 16. |
| | | | | | يقوم المرشد الأكاديمي بمتابعتي ويقدم لي التوجيه المناسب لحل مشكلاتي الأكاديمية والاجتماعية والنفسية . The academic advisor follows up on me and provides me with appropriate guidance to solve my academic, social and psychological problems. | 17. |
| | | | | | يقدم لي المرشد الأكاديمي التوجيه المهني المناسب من خلال التوجيه لحضور الدورات المهنية التي يقدمها البرنامج. The academic advisor provides me with appropriate career guidance by encouraging me to attend the professional sessions offered by the program. | 18. |
| | | | | | يساعدني المرشد الأكاديمي في مناقشة نتائجي في مقررات الفصل السابق مع مدرسي المقررات. The academic advisor helps me discuss my results in the previous semester's courses with courses instructors. | 19. |
| | | | | | وجدت تشجيعاً من مرشدي الأكاديمي لتطوير أفكارتي وتوجهاتي في مجال تخصصي. My academic advisor encouraged me to develop my ideas and approaches in my field. | 20. |
| | | | | | يؤثر دور المرشد الأكاديمي على تحصيلي الدراسي. The role of the academic advisor affects my academic achievement. | 21. |
| | | | | | يعاملني مرشدي الأكاديمي باحترام. My academic advisor treats me with respect. | 22. |
| | | | | | أشعر بالرضا بشكل عام عن مستوى خدمة الإرشاد الأكاديمي في البرنامج. I am generally satisfied with the program's academic counselling service level. | 23. |

ثانياً: أمل التكرم بالإجابة عن الأسئلة التالية:

Secondly, I respectfully request that you respond to the following questions .







| | | | | | | |
|--|--|--|--|--|---|----|
| | | | | | ما الذي لم يعجبك بشكل كبير في الإرشاد الأكاديمي في البرنامج? .What did you dislike so much about academic counselling in the program? | 25 |
| <p>.....</p> <p>.....</p> <p>.....</p> | | | | | | |




7. Evidence links

| | |
|--|---|
| Deanship of Student Affairs | https://www.ut.edu.sa/ar/Deanship/student-affairs/Pages/default.aspx |
| Deanship of Admission and Registration | https://www.ut.edu.sa/ar/Deanship/dar/Pages/default.aspx |
| Student E-Services | https://gate.ut.edu.sa/AdmissionWebSite/Pages/frmList2.aspx |
| University Transportation Service | https://www.ut.edu.sa/ar/E-Services/Pages/Services32.aspx |
| Guide to the executive rules of | https://www.ut.edu.sa/ar/Faculties/education-and-arts/ |

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| student grievance at the University of Tabuk | |
| Student Rights and Duties - University of Tabuk | https://www.ut.edu.sa/ar/Faculties/applied-medical-sciences/Documents/Faculty%20Manual%20with%20Duties%20and%20Responsibilities.pdf |
| Violation Regulations Guide at the University of Tabuk | https://www.ut.edu.sa/ar/Faculties/university-branch-in-haqI/Documents/ |
| Student Academic Guide | https://www.ut.edu.sa/ar/Deanship/dar/Documents/1443.pdf |
| Student Guide (Admission and Registration) | https://www.ut.edu.sa/ar/Deanship/dar/Documents/1443.pdf |
|  | Study and Examination Regulations |

| | |
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|  | Student Guide to Academic Advising |
|  | Procedural Guide for Programs and Study Plans |
|  | University Student Charter |
|  | Code of Ethical Conduct |
|  | Students' Rights and Duties |
|  | Executive rules for student grievance at the University of Tabuk |

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|---|---|
|  | Employees Guide |
|  | Faculty Guide |
|  | Guidelines for evaluating the job performance of faculty members and the like |

References

1. Standards for Programm Academic Accreditation - Education and Training Evaluation Commission - National Center for Academic Accreditation and Assessment.
2. Reports and printed-outs of the systems program at the college.
3. Approved university regulations.

Faculty Members information

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| م | الاسم | الدرجة العلمية | الأيمل | التخصص العام | التخصص الدقيق |
|----|------------------------|----------------|------------------------|------------------|-----------------------------|
| 1 | عبير سعيد العطوي | استاذ مشارك | asalatawi@ut.edu.sa | التمريض والقبالة | تمريض أطفال |
| 2 | هيام مهدي البلوي | أستاذ مساعد | h.malbalawi@ut.edu.sa | التمريض والقبالة | تمريض أطفال |
| 3 | نعيمه سلامه العطوي | محاضر | ns-alatawi@ut.edu.sa | التمريض والقبالة | أمومة وطفولة |
| 4 | جيسوسا جو تيريز | محاضر | jgutierrez@ut.edu.sa | التمريض والقبالة | أمومة وطفولة |
| 5 | خولة عبد الرحمن داود | محاضر | khdawood@ut.edu.sa | التمريض والقبالة | تمريض أطفال |
| 6 | منيرة عبیدالله العطوي | معيد | Mu.alatawi@ut.edu.sa | التمريض والقبالة | أمومة وطفولة |
| 7 | اكرام سعيد الغامدي | معيد | ealghamedi@ut.edu.sa | التمريض والقبالة | تمريض أطفال |
| 8 | وفاء علي عسيري | معيد | walassieri@ut.edu.sa | التمريض والقبالة | تمريض أطفال |
| 9 | متهار محي الدين ذانجام | استاذ مساعد | mthangam@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 10 | أمل علي الأسمرى | أستاذ مساعد | Am.alasmari@ut.edu.sa | التمريض والقبالة | تمريض حالات حرجة |
| 11 | وسام المغاربة | أستاذ مساعد | walmagharbeh@ut.edu.sa | التمريض والقبالة | تمريض حالات حرجة |
| 12 | لويس كلارو بيلكورا | محاضر | lbelocura@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 13 | عبد الملك حامد المطيري | محاضر | a.almutairi@ut.edu.sa | التمريض والقبالة | تمريض حالات حرجة |
| 14 | فواز عبد الله الشهري | محاضر | falshehri@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 15 | يولندا كابلتكا جنزالس | محاضر | ycabaltica@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 16 | محمد حمود الرشيدى | معيد | Mhalrashidi@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 17 | نهي عياد العطوي | معيد | n.alatawi@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 18 | خالد إبراهيم كعبي | معيد | Ki_kaabi@ut.edu.sa | التمريض والقبالة | تمريض صحة بالغين |
| 19 | جوى ناننين ابلو | استاذ مساعد | jablao@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |
| 20 | أناليتا جونزاليس | استاذ مساعد | a_gonzales@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |
| 21 | جانيت تاريو جيسوس | استاذ مساعد | jenethrn@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |
| 22 | جيدون مورال | محاضر | gmoral@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |
| 23 | أمل علي الحربي | معيد | aalharbi@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |
| 24 | مشاعل حسن العمراني | معيد | M.alamrani@ut.edu.sa | التمريض والقبالة | الإدارة والقيادة في التمريض |

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