



جامعة الملك عبدالعزيز
King Abdulaziz University
كلية الاقتصاد والإدارة
قسم إدارة الخدمات الصحية والمستشفيات

Executive Master's in Health Administration (EMHA)

Student Handbook

Faculty of Economics and Administration

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1. Welcome & Introduction

1.1. Welcome Message from the Program Director

Welcome to the Executive Master's in Health Administration (EMHA) program at King Abdulaziz University. It is my pleasure to welcome experienced healthcare professionals and leaders to our distinguished program. You are now part of a dynamic and ambitious community dedicated to shaping the future of healthcare leadership in the Kingdom of Saudi Arabia and beyond. The EMHA program is explicitly designed to enhance the skills and knowledge of mid-career professionals, preparing them to lead transformative change and innovation within healthcare organizations. We pride ourselves on providing an academically rigorous, yet practical curriculum aligned with global best practices and local healthcare priorities.

As your Program Director, I encourage you to engage actively with faculty, peers, and industry experts to maximize your learning experience and promote your professional growth. Welcome to a community dedicated to excellence and leadership in healthcare management.

1.2. Purpose of the Handbook

This handbook serves as your primary reference throughout your academic journey in the EMHA program. It provides comprehensive information on program structure, curriculum, educational policies, research project guidelines, student support services, and quality assurance processes. Please utilize this handbook to understand your academic responsibilities, navigate policies effectively, and access resources available to support your success.

1.3. Key Highlights of the EMHA Program

- Two-year executive master's degree designed for mid-career healthcare professionals
- The program is primarily delivered through on-campus instruction, with online sessions incorporated as needed.
- 45 credit hours, including a 3-credit applied research project
- Cohort-based learning fosters networking and collaborative leadership
- Competency-based curriculum fully aligned with CAHME and NQF standards
- Experienced faculty with national and international recognition in healthcare administration
- Strategic alignment with Saudi Vision 2030 objectives and healthcare transformation initiatives

2. Program Overview

The Executive master's in Health Administration (EMHA) is a part-time, cohort-based executive master's program offered by the Department of Health Services and Hospital Administration at King Abdulaziz University (KAU), under the Faculty of Economics and Administration (FEA). The EMHA program is specifically designed for mid-career professionals who seek to enhance their leadership, strategic management, and operational competencies to address contemporary challenges in healthcare organizations within Saudi Arabia and beyond.

The EMHA program equips experienced healthcare professionals with advanced leadership skills, strategic decision-making capabilities, and practical competencies in healthcare management, finance, quality improvement, policy development, and applied research. Unlike the Master of Health Services and Hospital Administration (EMHA), which targets early-career professionals and emphasizes academic research, the EMHA emphasizes executive management, strategic thinking, and applied leadership in complex healthcare environments. It includes a mandatory 3-credit applied research project that serves as the culminating academic experience for all students.

The program was established in response to increasing national demand for qualified senior-level healthcare executives capable of leading transformative changes aligned with Saudi Vision 2030.

2.1. EMHA Program History and Accreditation

- The Executive master's in Health Administration (EMHA) was introduced by the Department of Health Services and Hospital Administration within the Faculty of Economics and Administration at King Abdulaziz University (KAU) in Jeddah.
- The EMHA was developed to complement the Master of Health Services and Hospital Administration (EMHA) and to provide a rigorous executive pathway for experienced professionals focused on strategic leadership and operational excellence.
- The program aligns institutionally with Saudi Vision 2030, the Sustainable Development Goals (SDGs), and KAU's commitment to global excellence.

Accreditation Milestones

- The EMHA program obtained CAHME accreditation in December 2024, becoming the first CAHME-accredited Executive Master's program outside North America.
- Leveraging established faculty expertise, standards, and quality assurance processes, the EMHA program continuously meets CAHME's competency-based criteria as part of KAU's broader commitment to healthcare management excellence.

National and Professional Accreditation:

- KAU's healthcare-related programs are accredited by the Saudi Commission for Health Specialties and the Ministry of Human Resources and Social Development, ensuring compliance with national professional standards.

2.2. EMHA Program Vision

To be a leading executive healthcare administration program that cultivates mid-career visionary leaders, fosters excellence in healthcare management, and drives transformative advancements in healthcare systems.

2.3. EMHA Program Mission

The Program is dedicated to developing mid-career healthcare leaders capable of driving meaningful change, enhancing healthcare systems, and improving operations in healthcare industry roles.

2.4. Core Values

- Academic Excellence
- Integrity
- Collaboration
- Innovation
- Service Orientation
- Sustainability

2.5. Program Emphasis

- Executive-level decision-making in healthcare operations
- Strategic leadership, finance, and policy
- Applied project work as a capstone experience
- Modular delivery model aligned with working professionals
- CAHME competency framework and continuous assessment

2.6. Key Features and Structure of the EMHA Program

The Executive master's in Health Administration (EMHA) is a part-time, executive-oriented program tailored for mid-career professionals seeking advanced leadership roles within healthcare institutions.

Program Summary:

- **Degree Awarded:** Executive master's in health administration (EMHA)
- **Program Type:** Executive Master's (part-time, accelerated)
- **Mode of Delivery:** residential
- **Duration:** 2 academic years (4 semesters)
- Total Credit Hours: 45
 - 39 credit hours of core courses
 - 3 credit hours of electives
 - 3 credit hours for the Applied Research Project (HSAE 698)
- Language of Instruction: English
- **Delivery Format:** on-campus instruction.

Target Audience and Graduate Profile:

This program is designed for:

- Mid-career healthcare professionals holding leadership or managerial roles
- Professionals seeking advanced knowledge and skills to address healthcare management and policy challenges
- Individuals with at least three years of healthcare-related professional experience.

Graduates of the EMHA program will be prepared to:

- Assume senior leadership positions in healthcare organizations
- Implement strategic improvements and innovative practices in healthcare operations
- Lead healthcare teams effectively in complex organizational settings

Unique Characteristics of the EMHA Program:

- **Applied Leadership Emphasis:** Implementation of strategic healthcare leadership principles.
- **Competency-Based Framework:** Curriculum structured around seven competencies aligned with CAHME domains: leadership, communication, critical thinking, ethics, healthcare operations, policy, and quality improvement.
- **Faculty Expertise:** Courses taught by distinguished faculty with significant industry and academic experience.
- **Integrated Quality Assurance:** Courses and outcomes undergo continuous quality improvement based on stakeholder feedback, KPIs, and accreditation standards.
- **Strategic Institutional Alignment:** Directly supports Saudi Vision 2030, SDGs, and KAU's strategic educational objectives

2.7. Institutional Foundations and Accreditation Alignment

The EMHA program was developed by a department renowned for international accreditation excellence. It complements the EMHA program by offering an executive, strategic pathway for professionals aiming for senior leadership roles. The EMHA curriculum aligns with both the National Qualifications Framework (NQF) and CAHME competency standards, ensuring graduates meet national and international criteria for executive healthcare leadership.

2.8. Governance and Administration

The EMHA program is led by a Program Director and supported by dedicated academic and administrative committees within the Department of Health Services and Hospital Administration. Students are encouraged to reach out to the Program Director or their academic advisor for assistance with academic progress, project inquiries, or general university-related matters. Student feedback is regularly collected and reviewed to continually enhance the quality and relevance of the EMHA program.

3. Curriculum Structure

The EMHA curriculum is designed to enhance leadership, strategic decision-making, operational excellence, and practical skills for healthcare management professionals. Delivered in a hybrid format over two years, the curriculum includes core courses, elective options, and a culminating 3-credit applied research project. The program meets national academic standards (NCAAA) and international accreditation benchmarks (CAHME), responding directly to the needs of the healthcare sector.

3.1. Total Credit Hours and Duration

The EMHA program is structured over four semesters (2 years) and includes a total of 45 credit hours, comprising:

- 39 credit hours of core (required) courses
- 3 credit hours of elective courses
- 3-credit Applied Research Project (HSAE 698)

Curriculum Components - Core and Elective Courses

Core courses cover advanced topics in healthcare leadership, financial management, operations, policy, ethics, and quality improvement. Electives offer customization aligned with students' professional interests.

Core (Required) Courses – 39 Credits:

Course Code	Course Title	Credit Hours
HSAE 601	Healthcare Management	3
HSAE 603	Health Economics	3
HSAE 605	Health Law	3
HSAE 607	Accounting for Health Facilities	3
HSAE 610	Healthcare Human Resources Management	3
HSAE 613	Health Statistics	3
HSAE 617	Healthcare Policy	3
HSAE 620	Health Information Systems	3
HSAE 623	Healthcare Finance	3
HSAE 625	Healthcare Quality Management	3
HSAE 627	Ethics of Health Professions	3
HSAE 690	Health Research Methods	3
HSAE 698	Applied Research Project	3



Elective Courses – 3 Credits (Choose 1):

Students select one elective based on their professional interests and their advisor's guidance.

Course Code	Course Title	Credit Hours
HSAE 615	Healthcare Services Marketing	3
HSAE 633	Health Insurance Management	3

EMHA Study Plan (Semester Breakdown)

Semester	Courses	Credits
Semester 1	HSAE 601 – Healthcare Management	3
	HSAE 690 – Health Research Methods	3
	HSAE 613 – Health Statistics	3
	HSAE 627 – Ethics of Health Professions	3
Semester 2	HSAE 605 – Health Law	3
	HSAE 623 – Healthcare Finance	3
	Elective 1 (HSAE633: Health Insurance)	3
	HSAE 617 – Healthcare Policy	3
Semester 3	HSAE 620 – Health Information Systems	3
	HSAE 610 – Healthcare Human Resources Management	3
	HSAE 603 – Health Economics	3
	Elective 2 – (HSAE 615: Healthcare Marketing)	3
Semester 4	HSAE 607 – Accounting for Health Facilities	3
	HSAE 625 – Healthcare Quality Management	3
	HSAE 698 – Applied Research Project	3

3.2. EMHA Competency Framework and Domains

The EMHA program follows a structured, competency-based educational model to ensure graduates achieve mastery in the core areas of healthcare leadership, policy, and research. The framework is aligned with the CAHME accreditation model and integrates the principles of applied learning, progressive development, and multi-method assessment.



Competency Domains

The EMHA program is based on a competency-based education model that equips students with practical and leadership skills aligned with both national and international standards. Competency development is structured around four domains:

- **Domain 1: Communication & Interpersonal Effectiveness** – Engage effectively with diverse audiences across clinical, administrative, and policy settings. Demonstrate the ability to convey ideas clearly, listen actively, build consensus, and facilitate productive collaboration within and across teams.
- **Domain 2: Critical Thinking, Analysis & Problem Solving** – Applying analytical tools to evaluate systems and solve health-related administrative challenges.
- **Domain 3: Management & Leadership** – Guiding teams, managing operations, and making strategic decisions.
- **Domain 4: Professionalism, Ethics & Transparency** – Acting with integrity, understanding policy, and upholding public trust.

Each domain includes multiple program-specific competencies. These are introduced, practiced, and mastered throughout the curriculum.

Core Competencies of the EMHA Program

EMHA Competency	Description	CAHME Domain	Mapped NQF Learning Domain(s)
C1: Strategic Leadership and Team Management	Guide healthcare teams, manage operations, and implement strategic initiatives to enhance organizational performance and service delivery.	Domain 3: Management & Leadership	Skills, Autonomy & Responsibility
C2: Applied Research and Evidence-Based Decision-Making	Apply research skills, critical thinking, and data-driven methods to solve complex healthcare challenges and drive system improvement.	Domain 2: Critical Thinking, Analysis & Problem Solving	Knowledge, Skills
C3: Healthcare Quality and Patient Safety	Apply quality improvement tools and patient safety principles to evaluate performance, reduce risk, and improve outcomes in healthcare organizations.	Domain 2: Critical Thinking, Analysis & Problem Solving	Skills, Autonomy & Responsibility
C4: Professional Communication and collaboration	Communicate effectively in written, oral, and digital forms within diverse healthcare environments. Demonstrate collaboration and interpersonal competence across diverse healthcare settings.	Domain 1: Communication & Interpersonal Effectiveness	Skills, Values
C5: Ethics, Policy, and Professionalism	Act with integrity, uphold ethical and legal standards, and demonstrate cultural sensitivity, accountability, and professionalism in healthcare practice and policy.	Domain 4: Professionalism, Ethics & Transparency	Values, Autonomy & Responsibility

EMHA – Graduate Attributes Alignment Table

Graduate Attribute	Program Competency	CAHME Domain	NQF Learning Domain(s)
Provide strategic leadership and guide healthcare teams in complex organizational settings	C1: Guide healthcare teams, manage operations, and implement strategic initiatives to enhance organizational performance and service delivery.	Management & Leadership	Skills, Autonomy & Responsibility
Apply evidence-based decision-making and advanced research skills to solve executive-level healthcare challenges	C2: Apply research skills, critical thinking, and data-driven methods to solve complex healthcare challenges and drive system improvement.	Critical Thinking, Analysis & Problem Solving	Knowledge, Skills
Implement quality improvement and patient safety strategies to enhance system performance	C3: Apply quality improvement tools and patient safety principles to evaluate performance, reduce risk, and improve outcomes in healthcare organizations.	Critical Thinking, Analysis & Problem Solving	Skills, Autonomy & Responsibility
Communicate persuasively and collaborate across professional, cultural, and institutional boundaries	C4: Communicate effectively in written, oral, and digital forms within diverse healthcare environments; demonstrate collaboration and interpersonal competence across diverse healthcare settings.	Communication & Interpersonal Effectiveness	Communication, Interpersonal Skills
Act with integrity, accountability, and professionalism, upholding ethical and legal standards in healthcare leadership	C5: Act with integrity, uphold ethical and legal standards, and demonstrate cultural sensitivity, accountability, and professionalism in healthcare practice and policy.	Professionalism, Ethics & Transparency	Values, Autonomy & Responsibility

Each competency is assessed using direct and indirect methods (e.g., assignments, exams, presentations, thesis work, peer reviews), and competency development is documented for each student as part of the program's quality assurance process.

Course-to-Competency Matrix

The program maps each competency across core and elective courses using the I–P–M framework:

- **I – Introduced:** Concepts are introduced with a foundational understanding.
- **P – Practiced:** Students practice competency through assignments, projects, or case studies.
- **M – Mastered:** Mastery is demonstrated, especially in the thesis or capstone work.



Course	C1: Strategic Leadership & Team Mgmt	C2 Research & evidence	C3: Quality & Patient Safety	C4: Professional Communication & Collaboration	C5: Ethics, Policy & Professionalism
HSAE 601 Healthcare Management	I	I	I	I	I
HSAE 613 Health Statistics	-	I	I	I	-
HSAE 627 Ethics of Health Professions	I	-	-	I	I
HSAE 690 Health Research Method	-	P	-	P	P
HSAE 615 Healthcare Services Marketing (Elective)	P	P	-	P	-
HSAE 617 Healthcare Policy	P	-	-	P	P
HSAE 620 Health Information Systems	-	-	P	-	P
HSAE 633 Health Insurance Management (Elective)	P	P	-	-	P
HSAE 605 Health Law	P	-	-	P	P
HSAE 610 HC Human Resources Management	P	P	-	P	P
HSAE 623 HC Finance	P	P	P	P	P
HSAE 603 Health Economics	P	-	-	-	P
HSAE 607 Accounting for Health Facilities	-	-	P	P	-
HSAE 625 Healthcare Quality Management	M	M	M	M	-
HSAE 698 Research Project	M	M	M	M	M

EMHA Competency Matrix – Highlights:

Course	Highlights
HSAE 601 – Healthcare Management	Foundation course touching all seven competencies, setting the stage for leadership, operations, policy, and communication. (C1–C5)
HSAE 613 – Health Statistics	Supports research, operations, communication, and quality decision-making through statistical literacy. (C2, C3, C4,)
HSAE 627 – Ethics of Health Professions	Anchors ethical practice, communication, and professionalism in health care delivery. (C1, C4, C5)
HSAE 690 – Health Research Method	Builds core research and evidence-based skills, including ethical analysis and policy application. (C2, C4, C5)
HSAE 615 – Healthcare Services Marketing (Elective)	Emphasizes applied communication, operations, and leadership through marketing strategy. (C1, C2, C4)
HSAE 617 – Healthcare Policy	Engages students in critical thinking about policy and its leadership implications across operations and communication. (C1, C4, C5)
HSAE 620 – Health Information Systems	Integrates information systems in ethical, policy, and quality contexts — a systems-thinking course. (C3, C5)
HSAE 633 – Health Insurance Management (Elective)	Advances policy, operations, and financial thinking with a systems lens. (C1, C2, C5)





HSAE 605 – Health Law	Legal dimensions of healthcare paired with ethical reasoning and communication. (C1, C4, C5)
HSAE 610 – HC Human Resources Management	Strengthens workforce leadership, team-based management, and ethical HR practices aligned with quality and safety standards. (C1, C2, C4,C5)
HSAE 623 – HC Finance	Applied finance and leadership course emphasizing policy and communication. (C1, C2, C3, C4,C5)
HSAE 603 – Health Economics	Strengthens analytical and financial decision-making aligned with policy development. (C1, C5)
HSAE 607 – Accounting for Health Facilities	Trains students in financial analysis, communication, and ethical accountability. (C3, C4)
HSAE 625 – Healthcare Quality Management	Capstone course for quality and safety, combining leadership, communication, and systems management. (C1, C2, C3, C4)
HSAE 698 – Research Project	Culmination of the program, demonstrating mastery across all seven competencies in a practical setting. (C1–C5)
Electives (average across offerings)	Provide targeted reinforcement of specific competencies depending on student interest and career goals. Typically enhance leadership, finance, policy, and ethics.

Competency Assessment Methods

- **Rubric-Based Evaluations:** Each course includes specific assignments and exams tied to learning outcomes.
- Course-level performance analysis
- **Thesis Rubric:** The final thesis is evaluated against defined criteria, including research rigor, application, and adherence to ethical standards.
- **Faculty Assessment Reports:** Faculty members report on student progress toward competencies at the end of each semester.
- **Student Self-Assessments:** Students complete competency self-assessments to track development.
- **Alums and Employer Surveys:** Feedback is used to validate real-world relevance and competency outcomes.

The competency framework ensures that graduates of the EMHA program are well-prepared to lead, manage, and improve healthcare delivery systems both locally and globally.

Competency Assessment Plan

Each of the seven program competencies is assessed through structured rubrics, assignments, and progressive evaluation. Competency development follows a scaffolded model of **Introduce (I) → Practice (P) → Master (M)**, with complete mastery demonstrated in the final **Research Project (HSAE 698)**.





Code	Description	CAHME Domain	Key Courses	Assessment Methods	Feedback Mechanism
C1	Guide healthcare teams, manage operations, and implement strategic initiatives to enhance organizational performance and service delivery.	Management & Leadership	HSAE 601, 610, 623, 625, 698, 615, 607, 627, 617, 633, 605,	case studies, reports, research project, simulations, operational analysis, thesis applications	Instructor rubric, oral defense panel feedback, Graded projects, written feedback
C2	Apply research skills, critical thinking, and data-driven methods to solve complex healthcare challenges and drive system improvement.	Critical Thinking, Analysis & Problem Solving	HSAE 613, 690, 603, 698	Data analysis exercises, research proposal, literature review	Rubrics, advisor feedback, peer review
C4	Communicate effectively in written, oral, and digital forms within diverse healthcare environments. Demonstrate collaboration and interpersonal competence across diverse healthcare settings.	Communication & Interpersonal Effectiveness	HSAE 601, 605, 690, 698	Presentations, policy briefs, oral defenses	Instructor rubrics, committee evaluation
C5	Act with integrity, uphold ethical and legal standards, and demonstrate cultural sensitivity, accountability, and professionalism in healthcare practice and policy.	Professionalism, Ethics & Transparency	HSAE 627, 605, 620, 698	Ethical case essays, peer feedback, thesis integrity check	Peer + instructor review

3.3. Teaching & Learning Methods (Adult Learning Principles)

The EMHA program employs diverse learning methods appropriate for adult learners, including:

- Case-based and problem-based learning
- Team-based and collaborative projects
- Interactive seminars and workshops
- Online and blended learning modules
- Guest lectures and industry speakers
- Applied research projects



Figure III.B.1.1- Teaching & Learning Methods: Competency Integration in Health Management

Education

Level	Teaching and Learning Method	Definition
Lower	Readings	Students complete assigned readings in textbook , articles, websites, etc.
	Lecture no media	Professor does most of the talking, without any media support.
	Lectures with media	Professor does most of the talking, with some sort of media support (e.g. PowerPoint, overheads, video, whiteboards, etc.). Students participate via discussion that is primarily characterized by students asking clarifying questions, etc.
	Guest Speakers	Individual/panel of experts from the field present to student.
	Online discussions	Students actively engage in an online discussion, either synchronous or asynchronous, with the professor and with each other. Students can stimulate or respond to discussion.
	Class Discussions	Students actively engage in open discussion with the professor and with each other. Students can stimulate or respond to discussion.
	Web-based modules	Interactive learning via CD/DVD/Internet that is more than searching for information or reading websites.
Higher	In-class Presentations	Students formally deliver information to the rest of the class in a well-prepared format that required analysis and preparation.
	Cases	Students actively engage in analyzing a case study to determine causes, implications, strategies etc. Case analysis is either shared with the class through open and interactive discussion or debate, or students prepare a written case analysis for review and feedback.
	Team activities	Three or more students collaborate as a group to complete one deliverable.
	Simulation exercises	Interactive learning in which students' actions significantly affect how the learning unfolds and the subsequent outcomes of the learning. Simulations may or may not be computer based (e.g. tabletop simulations).
	External Experiences	Field Students are placed in non-academic applied or real-world work settings and allowed to learn from the work experience, including externships and internships. Learning outcomes are shared in the academic environment and evaluated.
	Strategic/Consulting Projects	Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that simulates a realistic project in a health organization.
	Reflective learning	Students complete structured process (e.g. journaling, one-minute response, assessment instruments, weekly reports) to review, understand, analyze, and evaluate their own learning and/or performance. The evaluation should be based on pre-selected criteria. In addition, the assessment could include a comparison of their performance assessment with their peers and/or experts in the field.

Adapted from: NCHL (2006), Competency Integration in Health Management Education (Used with permission).

3.4. EMHA Assessment Tools and Methods

Each course includes classroom lectures, case studies, project assignments, and applied assessments. Assessment of quality and outcomes is based on both direct and indirect tools. The MS-HSHA program emphasizes higher-order learning by allocating **60–70% of course assessments to higher-level applied activities**, while **30–40%** are allocated to lower-level foundational learning activities.

Higher-level assessments focus on advanced competencies such as problem-solving, critical analysis, teamwork, strategic thinking, application of theories, and real-world decision-making. Lower-level assessments reinforce essential knowledge through readings, lectures, discussions, and media-supported learning.

Assessment Type	Tools Used
Direct	Course assignments, case studies, presentations, final projects
Indirect	Student surveys, employer feedback, alumni surveys

Figure III.C.1.1 Assessment Methods

Level	Assessment Method	Definition
Lower	Pre/Post knowledge or skill testing	Any formal comparative assessment of the student's knowledge or skills both before and after a learning intervention.
	Knowledge Based Exams	Any formal exam that evaluates student knowledge attainment.
	Papers/reports	Student generated written work that is part of the learning process or is the final documentation of learning, including research reports, mid-term and or final papers.
Higher	Observation Checklists	Faculty or student-generated observational assessment of skills or behaviors; could be completed by self, peers, faculty, or other experts etc.
	Synthesis & Analysis Based Exams	Any formal exam that evaluates student synthesis, analysis and/or evaluation ability.
	Case review and feedback	Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement.
	Project review and feedback	Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement.
	Team effectiveness assessment	Criterion-based observational feedback of student behavior (and possibly work products) in team projects.
	Journals	Collection of reflective writings, either structured or free form, about a topic.
	Experiential Report/Portfolios	Collection of evidence, prepared by the student and evaluated by the faculty member, to demonstrate mastery, comprehension, application, and synthesis against a standardized assessment rubric.
	Reflective Modeling	Standardized techniques to facilitate awareness and evaluation of one's behavior and to generate plans for improvement, including self, peer, faculty, preceptor or other expert assessment.
	Class participation	Active monitoring, assessment, and feedback focused on the frequency, consistency, and quality of the student's participation during face to face and online discussions.
	Strategic Consulting Projects or	Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that simulates a realistic project in a health organization.

Adapted from NCHL (2006): Competency Integration in Health Management Education: A Resource Series for Program Directors and Faculty. Used with permission.

4. Admission and Enrollment

Admission to the EMHA program at King Abdulaziz University is competitive and based on a comprehensive review of academic qualifications, professional potential, and alignment with the program's mission. The process is designed to ensure that admitted students are well-prepared to succeed in a rigorous academic environment and make meaningful contributions to the healthcare sector.

4.1. Admission Requirements and Criteria

General Eligibility

To be eligible for admission, applicants must meet the following minimum criteria:

Requirement	Description
Bachelor's Degree	A recognized bachelor's degree (minimum 4 years) in health administration, public health, business, or a related field. Degrees in clinical disciplines may also be considered.
GPA Requirement	A minimum cumulative GPA of 3.75 out of 5.00 (or equivalent) is generally required. Higher academic performance strengthens the application.
Language Proficiency	Proof of English proficiency (e.g., IELTS ≥ 5.5 or TOEFL ≥ 500)
Statement of Purpose	A 500–750 words personal statement describing academic goals, career objectives, and motivation for joining the program.
Recommendation Letters	Two academic or professional references from individuals familiar with the applicant's academic or work performance.
Experience and Training	Submission of a CV along with proof of previous professional experience and any relevant training certificates.

4.2. Application Process

1. **Online Application:** Applicants must submit their application via the King Abdulaziz University Graduate Admission Portal.
2. **Document Submission:** Upload all required documents, including transcripts, ID, certificates, training, and test scores.
3. **Department Review:** The Departmental Admission Committee evaluates applications based on the approved scoring system.
4. **Interview (if required):** Selected applicants may be invited for an interview with faculty members.
5. **Final Admission Decision:** Confirmed by the Deanship of Graduate Studies.
6. **Admission Notification:** Successful candidates are notified officially through the KAU system and provided with onboarding instructions.



4.3. Enrollment Confirmation and Orientation

- Accepted students receive an official offer and must confirm enrollment by the university's stated deadline.
- All new students are required to attend the **EMHA Program Orientation**, held during the first week of the semester.

Orientation includes:

- Program overview
- Academic advising and registration guidance
- Introduction to thesis requirements and timelines
- Overview of university policies and support services



5. Academic Policies

5.1. *Code of Conduct and Academic Integrity*

All students are expected to uphold the highest standards of academic honesty, integrity, and ethical behavior. Violations, such as plagiarism, cheating, data fabrication, or unauthorized collaboration, are subject to disciplinary action per King Abdulaziz University (KAU) policies.

- Plagiarism, fabrication of data, or cheating in any form is strictly prohibited.
- All submitted assignments and theses are subject to Turnitin or equivalent plagiarism detection tools.
- Violations of academic integrity result in disciplinary action, including potential dismissal.
- Examples of Misconduct Include:
 - Copying from another student or source without citation
 - Submitting the same work for multiple courses without permission
 - Using unauthorized materials during exams
 - Falsifying internship or research data

Violations may result in:

- Failing the course
- Academic probation or suspension
- Permanent dismissal in severe cases
- Using AI tools (e.g., ChatGPT, paraphrasing software) to generate or rewrite academic work without proper disclosure and instructor approval.

Students must review and sign an academic integrity acknowledgment form at the beginning of each academic year.

5.2. *Credit hour requirements and study Progression*

- To maintain full-time status, EMHA students are generally required to enroll in **9 to 12 credit hours per semester**.

To remain in good academic standing, students must:

- Enroll in and complete core courses in the designated sequence.
- Maintain academic progress in accordance with university standards
- Adhere to the structured, cohort-based study plan unless officially approved for exceptions.
- Students must follow the structured, cohort-based study plan unless they have been granted formal approval to deviate.
- Complete all core courses.
- Maintain a minimum cumulative GPA of 3.75 out of 5.00.

5.3. Attendance and Participation

Regular class attendance is required. A minimum attendance rate of 75% is mandatory for all courses. Failure to meet attendance requirements may result in failure of the course.

Attendance is mandatory in all programs:

- Students must attend at least 75% of classes in each course
- Absences exceeding this threshold (without a valid excuse) result in course failure
- Active participation is expected in discussions, group activities, and presentations
- EMHA students are expected to attend online sessions punctually and complete all asynchronous tasks
- Medical or emergency absences must be supported by official documentation and approved through the department.

5.4. Grading System

A cumulative GPA of 3.75 (out of 5.00) is required to maintain academic standing.

Grades are awarded according to the following scale:

Grading Scale (5.0 System):

The grading system follows KAU standards:

Percentage Grade	Grade	Grade Symbol	Grade Weight (out of 5)
95 - 100	Excellent Plus	A+	5.00
90 to less than 95	Excellent	A	4.75
85 to less than 90	Very Good Plus	B+	4.50
80 to less than 85	Very Good	B	4.00
75 to less than 80	Good Plus	C+	3.50
70 to less than 75	Good	C	3.00
65 to less than 70	Acceptable Plus	D+	2.50
60 to less than 65	Acceptable	D	2.00
Below 60	Fail	F	1.00



5.5. Leave of Absence, Withdrawal, and Dismissal

Leave of Absence:

Students may request a temporary leave of absence (1–2 semesters) for justified personal, medical, or professional circumstances, subject to program approval. Requests must be submitted in writing and supported by official documentation.

- Approval is granted by the Deanship of Graduate Studies (for master's programs) or the College Council (for undergraduate programs).
- Students must resume studies within the approved timeframe to maintain an active enrollment status.
- Unauthorized or prolonged absences without formal approval may result in dismissal.

Course Withdrawal:

Students may withdraw from individual courses within the designated university withdrawal period.

- A formal withdrawal request must be submitted using the appropriate form and approved by the academic advisor.
- Multiple or unjustified withdrawals may result in academic probation.
- Withdrawal after the deadline may not be permitted without documented extenuating circumstances.

Program Dismissal:

Students may be dismissed from the EMHA program under the following circumstances:

- Repeated academic failure or failure to meet the minimum GPA requirement.
- Violations of academic integrity or university conduct policies.
- Exceeding the maximum allowed study period without an approved justification.
- Unauthorized withdrawal or absence beyond the permitted leave period.



6. EMHA Research Project (HSAE 698)

The research project is worth three credit hours and serves as the culminating academic requirement of the EMHA program. It demonstrates the student's ability to apply research principles and executive-level analysis to real-world problems in healthcare management. The project is designed to integrate knowledge from across the curriculum into a focused applied inquiry.

6.1. Research Project Phases:

- **Proposal Submission:** Reviewed by the assigned supervisor and the departmental Research Committee.
- **Supervision:** Ongoing mentorship provided by a faculty supervisor with periodic progress tracking.
- **Defense:** Oral presentation and evaluation by a panel of faculty reviewers.
- **Final Submission:** Assessed using a standardized rubric aligned with research quality, application, and presentation.

Research project topics must align with the department's strategic themes, including quality improvement, health systems performance, healthcare policy, operations management, and leadership in healthcare organizations.

6.2. Research Project Policies

The research project (HSAE 698) is a crucial academic component for both the EMHA and EMHA programs. It includes:

Proposal Phase:

- Students must submit a written proposal approved by both their faculty supervisor and the Research Committee.
- Topics must demonstrate originality and relevance to healthcare management challenges.

Supervision and Progress Monitoring:

- Students are required to meet regularly with their assigned supervisor.
- Semester-based progress forms must be completed and submitted by the specified deadline.

Defense and Submission:

- The project concludes with an oral defense presented before a review panel.
- The final report must comply with KAU formatting and referencing standards.
- Submission of both digital and hard copies is mandatory.

Failure to complete the research project within the designated timeframe may result in delayed graduation or a registration hold.

6.3. Research Project Requirement (HSAE 698)

The research project is a critical academic milestone that enables EMHA students to apply executive skills to analyze and address practical problems in healthcare organizations. Students are expected to work under the guidance of a faculty supervisor and complete all research deliverables, including defense and final submission. Topics must be pre-approved and demonstrate alignment with EMHA program objectives.

6.4. Research Project Supervision Mechanisms

- Students are eligible to register for the project after completing at least 70% of the required coursework.
- Faculty supervisors are assigned based on subject expertise and workload.
- All final research submissions are subject to Turnitin or equivalent plagiarism detection tools.
- Departmental research forums are held biannually (April and October) to support research engagement and knowledge sharing.



7. Graduation Requirements

7.1. EMHA Graduation Requirements

To graduate from the EMHA program, students must:

- Complete 45 credit hours (core, elective, and research project).
- Achieve a cumulative GPA of at least 3.75 out of 5.00.
- Successfully submit and defend the applied research project (HSAE 698).
- Satisfy all financial and academic obligations with the university.

7.2. Graduate Career Paths

Graduates of the EMHA program are prepared to assume senior leadership and strategic roles across a wide array of healthcare sectors, including:

Sector	Examples of Positions
Hospitals and Health Systems	Executive director, department head, operations manager
Health Ministries and Authorities	Strategic planning officer, health policy advisor, reform coordinator
Insurance and Managed Care	Provider relations manager, claims strategy lead, quality auditor
Consulting Firms	Healthcare strategy consultant, organizational development lead
International Organizations	Program manager, health systems advisor, regional operations lead
Academia and Training	Adjunct faculty, continuing education trainer, research fellow

7.3. Student Support Services

Refer to the HSHA Department Manual

7.4. Career Development and Alumni Engagement

Refer to the HSHA Department Manual





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