King Saud University

Prince Sultan Bin Abdulaziz College for

Emergency Medical Services

Vice Deanship for Development and Quality

Emergency Medical Services Program Manual

2025

1. Table of Content

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2. About the Emergency Medical Services Program:

Established under Resolution No. (23/49/1429) dated 27/09/1429 AH, Prince Sultan Bin Abdulaziz College for Emergency Medical Services (PSCEMS) at King Saud University is recognized as the first specialized college in the field of Emergency Medical Services (EMS) in the Kingdom of Saudi Arabia and the Middle East. The college was founded to meet the growing need for specialists in emergency medical services and to promote the healthy development of the medical sector throughout the country.

The EMS program at PSCEMS is designed to prepare highly qualified professionals capable of delivering advanced prehospital emergency care in diverse environments, including hospitals, accident scenes, and ~~mass casualty~~mass-casualty incidents. The program reflects the university's strategic direction to improve national healthcare services by addressing the increasing demand for specialized emergency medical providers who can contribute to saving lives and promoting public health resilience.

2.1 About the Emergency Medical Services Program

In recent years, there has been a significant rise in the demand for Emergency Medical Services (EMS) due to increased accident rates, trauma cases, and the growing need for immediate, professional medical response. In response to this national need, the EMS Program was established at Prince Sultan bin Abdulaziz College for Emergency Medical Services, King Saud University, as a strategic initiative to enhance the quality of prehospital and emergency care in Saudi Arabia.

The EMS program focuses on preparing highly trained paramedics who are capable of operating in dynamic, high-pressure environments such as accident scenes, emergency departments, intensive care units, and disaster response zones. Students acquire the knowledge and skills needed to manage life-threatening conditions through an integrated curriculum that combines basic medical sciences, advanced clinical competencies, and immersive field training.

The program contributes to strengthening the national healthcare system by supplying the labor market with skilled EMS professionals, improving emergency response to disasters and mass casualties, and empowering healthcare providers to deliver community outreach and prehospital care. It also serves as a foundation for graduates to pursue advanced studies in emergency medicine, public health, and disaster management.

By adhering to both national and international academic standards, and in collaboration with institutions like the Saudi Red Crescent Authority and the Saudi Commission for Health Specialties, the program has established itself as a reliable source for training future leaders in emergency medical care—individuals dedicated to saving lives and safeguarding community health.

2.2 History of Bachelor of Science in Emergency Medical Services (BSc-EMS)~~EMS~~ program:

The Bachelor of Science ~~of~~ in Emergency Medical Services Program (EMS) at Prince Sultan bin Abdulaziz College for Emergency Medical Services, King Saud University, was established in 1429 AH (2008 AD), under the resolution of the Higher Education Council No. (23/49/1429), dated 27/09/1429 AH. It is recognized as the first academic program of its kind in Saudi Arabia and the Middle East, ~~specialized~~ specializing in emergency medical education.

The program was founded in response to the Kingdom's increasing need for well-trained EMS professionals capable of providing life-saving care in prehospital settings, emergency incidents, and disaster situations. Since its inception, the program has played a pivotal role in supporting Saudi Arabia's emergency healthcare infrastructure by producing graduates who can perform under pressure in high-risk environments.

Over the years, the program has undergone continuous development, including curriculum revisions, expansion of clinical training opportunities, and alignment with modern healthcare education standards in collaboration with the Saudi Commission for Health Specialties, the Saudi Red Crescent Authority, and other key partners in the healthcare sector.

Today, the EMS program stands as a regional leader, producing highly competent emergency medical specialists who are prepared to make a difference in patient outcomes and save lives when every second counts.

2.3 Prince Sultan Bin Abdulaziz College for Emergency ~~medical services~~Medical Services organizational chart

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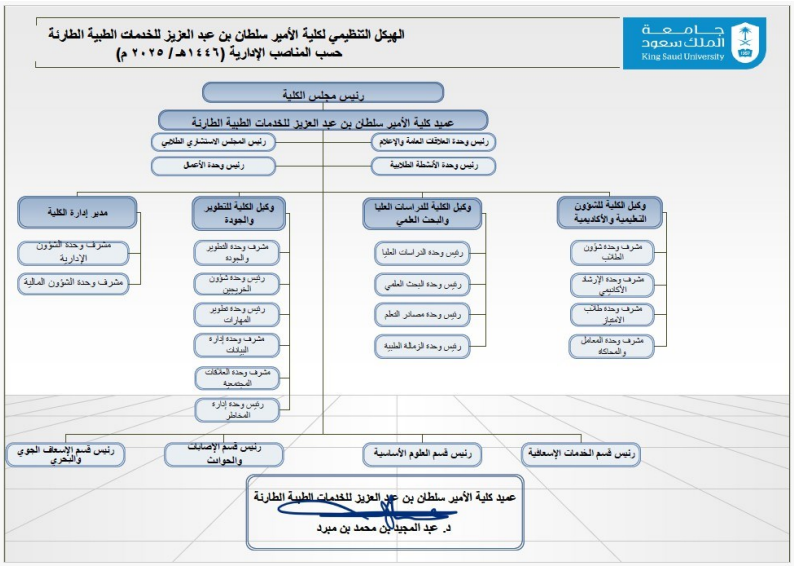

Bachelor of Science in Emergency Medical Services (BSc-EMS)~~Emergency medical services bachelor degree~~

~~3.1~~2.4 Program vision

Regional leadership and global excellence in preparing competitive and innovative graduates in the field of emergency medical sciences.

~~3.2~~2.5 Program mission

Graduating distinguished professionals in emergency medical services by providing an educational environment that supports scientific research and community service through the application of the best modern technologies.

~~Graduating qualified professionals to provide high-quality emergency medical services, through a supportive educational environment, distinguished scientific research, continuous medical education, the use of modern technology, optimal utilization of available resources, and effective partnerships.~~

~~3.3~~2.6 Core Values

The Prince Sultan bin Abdulaziz College of Emergency Medical Services aims to make its medical contribution outstanding by identifying a set of core values, including:

Quality and Excellence: The college is committed to continuous high-quality care as the foundation for excellence, ensuring distinction in all educational, research, and service aspects according to global standards, while meeting the expectations of beneficiaries and addressing their queries.

Creativity and Innovation: The college is committed to fostering creativity in its work and enhancing innovation in methods and outcomes.

Integrity and Professionalism: Integrity and professionalism drive quality and excellence.

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The college believes in the inseparable link between integrity, committed professionalism, work, planning, and evaluation.

Teamwork Spirit: The college is committed to working as a unified team to enhance its leadership role in emergency services, both within and outside the Kingdom.

Lifelong Evidence-Based Education: The college is committed to graduating highly competent scientific cadres in applying lifelong evidence-based education as a means for teaching and research, ensuring the provision of outstanding emergency medical services based on global ethical standards that promote creativity.

Credibility and Accountability: The college is committed to establishing clear standards governed by safe regulations for patient health and the responsibility of the treating physician to reduce risks and any medical negligence, ensuring a safe and comfortable environment that meets the needs and expectations of beneficiaries.

Partnership: The college is dedicated to building communication bridges and strengthening partnerships with health sectors to establish an outstanding healthcare system based on integrated health among colleges, institutes, and relevant sectors locally and globally.

3.5 Strategic Objectives:

The strategic goals of the college aim to achieve its vision and mission, as outlined below:

First Strategic Objective: Mastery and Excellence in the College's Academic Programs.

Second Strategic Objective: A stimulating environment for teaching, learning and gaining skills in emergency medical services.

Third Strategic Objective: Developing Professional performance in the field of emergency medical services in the Kingdom.

Fourth Strategic Objective: Developing the capabilities and competencies of the faculty members and researchers.

Fifth Strategic Objective: Developing post graduate programs to meet international standards and scientific research.

Sixth Strategic Objective: Building bridges of communicate on with the community (both internally and externally) and colleges and counterpart institutions globally.

Seventh Strategic Objective: Raising the efficiency of the administrative system and automating all administrative services.

Eighth Strategic Objective: Enhancing the college's sustainable financial resources.

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Bachelor of Science in Emergency Medical Services (BSc-EMS)

Program Mission:

Graduating distinguished professionals in emergency medical services by providing an educational environment that supports scientific research and community service through the application of the best modern technologies.

Program Goals:

1. Equip graduates with advanced EMS skills, values, and knowledge, and demonstrate expertise in providing emergency medical services.
2. Improve the curriculum continuously based on quality and development requirements to meet the demands of the EMS field.
3. Increase standard research-based works with students by creating practical projects based on recent research findings.
4. Maintain partnership with national and international agencies to enhance clinical services and practical experiences for students.

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~~4.~~3. Program learning outcomes and their assessment plan

~~4.1~~3.1 Program learning outcomes

~~At the completion of the bachelor's degree of Emergency medical services the graduate will be able to:~~

1. **Knowledge and understanding**:

At the completion of the bachelor's degree of Emergency medical services the graduate will be able to:

K1: Describe the Anatomy, Physiology and Pathophysiology of all human body systems in relation to prehospital care.

K2: Define the principles of public health, safety, epidemiology and statistics.

K3: Discuss the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.

K4: Describe the fundamentals of pre-hospital critical and intensive care practice.

~~1.2.~~

~~**K-1** Describes the Anatomy, Physiology and Pathophysiology of all human body systems.~~

~~**K2** Defines the principles of public health, safety, epidemiology and statistics~~

~~**K3** Discusses the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.~~

~~**K4** Describes the fundamentals of pre- hospital critical and intensive care practice.~~

3. **Skills**

At the completion of the bachelor's degree of Emergency medical services the graduate will be

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able to:

S1: Formulate a field impression based on assessment findings and underlying anatomy, physiology, and pathophysiology, and nature of illness or mechanism of trauma

S2: Analyze knowledge of anatomy, physiology, pathophysiology, and epidemiology to integrate into the assessment and management of patients across all age groups and special population

S3: Apply education, research, and demonstrates leadership, communication, and documentation skills to educate, support, and improve care for patients, EMS professionals, and the community based on recent evidence.

S4: Calculate drug doses, volumes, and infusion rates to administer medications safely through enteral and parenteral routes in emergency situations.

S5: Conduct thorough assessment and history taking to form a clinical impression, deliver care, and ensure safe transport.

S6: Demonstrate advanced skills in airway, ventilation, trauma care, cardiovascular care, 12-lead ECG interpretation, and emergency management for all ages.

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~~2.~~4.

~~**S1** Formulates working field impression based on pathophysiology and patient assessment findings.~~

~~care group.~~

~~**S5** Formulates a working clinical impression based on patient assessment findings, anatomy, physiology, pathophysiology, and nature of illness/mechanism of trauma.~~

~~**S6** Communicates effectively with patients, relatives, and health care provider's in order to improve the health of patient, EMS personal and the community.~~

~~**S7** Calculates the drug doses, drug volume, and infusion rate of pharmacological agents in a given situation.~~

~~**S8** Documents professionally the patient assessment, treatment, and transport.~~

~~**S9** Demonstrates proficiency to perform a comprehensive history taking and patient assessment to form clinical impression and treatment, disposition plan in a given patient scenario.~~

~~**S10** Provides emergency medical care and safe transport to appropriate facility for the sick and injured, based on an assessment and the formulated field impression in order to reduce morbidity and mortality and improve overall health of the patient.~~

~~**S11** Demonstrates advanced airway management, oxygenation, and ventilation and trauma care skills while performing assessment and management of all age groups.~~

~~**S12** Performs advanced cardiovascular life support skills, 12 lead ECG interpretation and appropriate management.~~

~~**S13** Administers emergency medications in a safe and aseptic method through enteral and parenteral routes.~~

5. **Values**

At the completion of the bachelor's degree of Emergency medical services the graduate will be able to:

V1: Practice as an autonomous Emergency Care Professional within the framework of scope of

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practice, legal, and ethical requirements.

V2: Display the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.

V3; Serve as a role model in personal wellness and safety in EMS practice.

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~~3.~~

V1 ~~Practices as an autonomous Emergency Care Professional within the framework of scope of practice, legal, and ethical requirements.~~

~~**V2** Displays the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, communications, time-management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.~~

~~**V3** Serves as a role model in personal wellness and safety in EMS practice.~~

3.2 PLOs Assessment ~~Plan~~ ~~4.2~~

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PLO Assessment is performed by mapping the PLOs with the CLOs of the aligned courses; to track the effective progressive development of the learning, a matrix is formed to track each PLO and its connected CLOs. Each PLO is calculated by aggregating ~~of~~ the aligned CLOs and their value weights.

All ~~20~~ 13 PLOs are assessed every year. Course instructors design exam questions that are connected to or aligned with specified CLOs to directly assess the learning achievement of each CLO. At the end of the course, the overall performance of each student's CLO is calculated from all the exam questions or assessments to which that CLO was connected, mapped, or
aligned. The aggregated CLO assessment results, along with their PLO alignment, are included in the course report and are submitted to the Program Director (PD).

At the end of each academic year, the PD prepares an Annual Program Report (APR) and reviewed by the Head of the Departments, and the Vice Dean of Academic Affairs for necessary recommendations and alterations to be made to improve upon subsequently.

A copy of the APR is submitted to the Quality Unit after completing PLOs assessments using

CLOs. ~~There are 3-4 PLOs reviewed every year, so that all the 20 PLOs can be completed in 5~~

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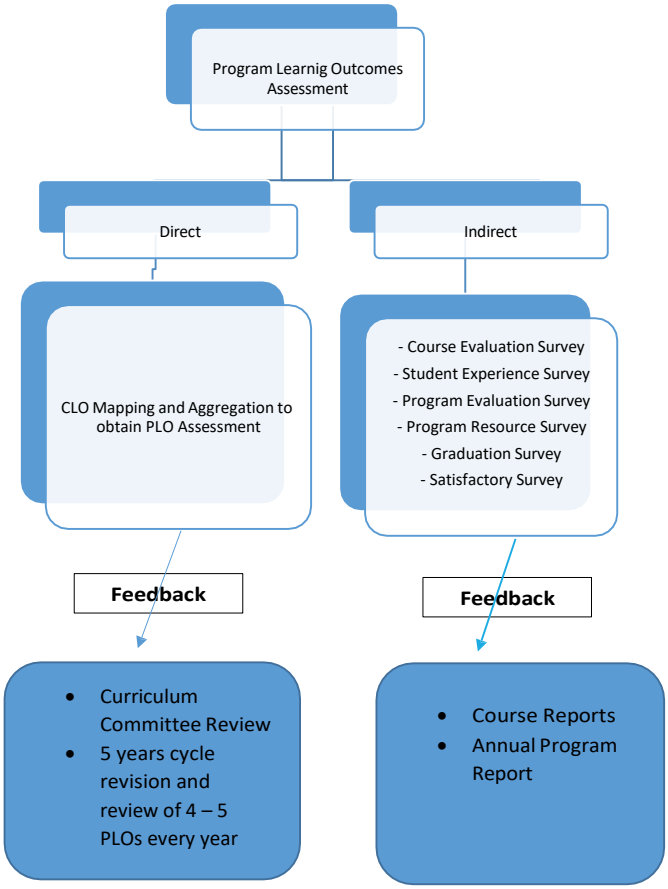
~~4.3~~3.3 Program Learning Outcomes Assessment Process



4.43.4 Consistency of EMS ~~program~~ PLOs with the national qualification framework (level 6)

Code	Program Learning Outcomes (PLOs)	NQF Level Descriptors of Learning Outcomes – Level 5
1	Knowledge and understanding	
1.1	Describes the Anatomy, Physiology and Pathophysiology of all human body systems	In-depth knowledge and comprehension of processes, materials, techniques, practices, conventions, and/or terminology
1.2	Defines the principles of public health, safety, epidemiology and statistics	Knowledge and comprehension of research and inquiry methodologies.
1.3	Discusses the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.	A broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work,
1.4	Describes the fundamentals of pre-hospital critical and intensive care practice.	Broad in-depth integrated body of knowledge and comprehension of the underlying theories, principles, and concepts in one or more disciplines or field of work

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2	Skills	
2.1	Formulates working field impression based on pathophysiology and patient assessment findings.	Apply integrated theories, principles, and concepts in various contexts, related to a discipline, profession, or field of work.
2.2	Analyzes the knowledge of infant and child anatomy, physiology, pathophysiology, and epidemiology to the assessment, management of neonatal and pediatric patients.	Solve problems in various complex contexts in one or more disciplines or fields of work.
2.3	Applies the fundamentals of education, research and leadership to teach, mentor and manage EMS professionals, based on recent evidences.	Conduct inquiries, investigations, and research for complex issues and problems.
2.4	Integrates the principles of geriatric, female and, psychiatric emergency care to the assessment and management of patients with special care group.	Solve problems in various complex contexts in one or more disciplines or fields of work.
2.5	Formulates a working clinical impression based on patient assessment findings, anatomy, Academic Accreditation & Assessment physiology, pathophysiology, and nature of illness/mechanism of trauma	Use critical thinking and develop creative solutions to current issues and problems, in various complex contexts, in a discipline, profession or field of work.
2.6	Communicates effectively with patients, relatives, and health care provider's in order to improve the	Communicate effectively to demonstrate theoretical knowledge comprehension and transfer of

	health of patient, EMS personal and the community.	knowledge and specialized skills, and complex ideas to different audience.
2.7	Calculates the drug doses, drug volume, and infusion rate of pharmacological agents in a given situation.	Use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work.
2.8	Documents professionally the patient assessment, treatment, and transport.	Select, use, and adapt various basic and specialized digital technological and ICT tools and applications to process and analyze data and information and to support and enhance research and/or projects.
2.9	Demonstrates proficiency to perform a comprehensive history taking and patient assessment to form clinical impression and treatment, disposition plan in a given patient scenario.	Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work.
2.10	Provides emergency medical care and safe transport to appropriate facility for the sick and injured, based on an assessment and the formulated field impression in order to reduce morbidity and mortality and improve overall health of the patient.	Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work.
2.11	Demonstrates advanced airway management, oxygenation, and ventilation and trauma care skills while performing assessment and	Use and adapt advanced processes, techniques, tools, instruments, and/or materials in dealing with various complex practical activities.

	management of all age groups.	
2.12	Performs advanced cardiovascular life support skills, 12 lead ECG interpretation and appropriate management.	Use and adapt advanced processes, techniques, tools, instruments, and/or materials in dealing with various complex practical activities.
2.13	Administers emergency medications in a safe and aseptic method through enteral and parenteral routes.	Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work.
…		
3	**Values, Autonomy and Responsibility**	
3.1	Practices as an autonomous Emergency Care Professional within the framework of scope of practice, legal, and ethical requirements.	Autonomously and professionally manage tasks and activities related to the discipline and/or work. Effectively plan for and achieve academic and/or professional self-development, assess own learning and performance, and autonomously make decisions regarding self-development and/or tasks based on convincing evidence.
3.2	Displays the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of	Collaborate responsibly and constructively on leading diverse teams to perform a wide range of tasks while playing a major role in planning and evaluating joint work,

	service.		
3.3	Serves as a role model in personal wellness and safety in EMS practice.	Demonstrate commitment to values, standards, and human and professional ethics and represent responsible citizenship, and coexistence with others.	
2. Learning Outcomes Assessment			
Transparent and measurable evaluation criteriaare implemented to ensure that Learning Outcomes have been achieved in the academic/training programs.		√Available	☐ Unavailable

4.5. Key Performance Indicators, Benchmarking and reviewing process

A- Key Performance indicators

The EMS Program at Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS) adheres to a comprehensive and evidence-based Key Performance Indicator (KPI) system to support quality assurance, academic planning, and continuous program enhancement. This system is aligned with the **National Center for Academic Accreditation and Assessment (NCAAA)** framework, particularly the 11 essential program-level KPIs, and is used as a primary reference for strategic development and program review.

KPI Code	Indicator	Description
KPI-P-01	Students' Evaluation of Quality of Learning Experience in the program	Average rating by final-year students of the quality of learning experience in the program, satisfaction with the various services offered by the program , on a five-point scale in an annual survey ~~on the~~

		~~overall educational experience.~~
KPI-P-02	Students' Evaluation of the quality of the Courses ~~Quality~~	Average of students' overall rating for the quality of courses on a five-point scale in an annual survey. ~~Average rating by students on the quality of courses offered in the program.~~
KPI-P-03	Completion Rate	In each cohort, the proportion of undergraduate students who completed the program in minimum time. ~~Percentage of students who graduate within the expected program duration.~~
KPI-P-04	First-Year Student Retention Rate	Percentage of first-year students who continue into the following academic year to the total number of first-year students in the same year.
KPI-P-05	National/Professional Exam Performance	Percentage of students or graduates who were successful in the professional and/or national examinations, or their score average and median (if any) ~~Success rates or average scores in national or licensing exams.~~
KPI-P-06	Graduate Employability and Postgraduate Enrollment	Percentage of graduates employed or enrolled in postgraduate programs within one year.
KPI-P-07	Employer Evaluation of Graduates	Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey. ~~Employers' ratings of the preparedness and proficiency of program graduates.~~
KPI-P-08	Student-to-Teaching Staff Ratio	Ratio of students to full-time teaching faculty (theory and practice).
KPI-P-09	Faculty Publishing Research	Percentage of faculty members who published at least one research article during the year to total faculty members in the program.
KPI-P-10	Research Output per Faculty	Average number of peer-reviewed publications per faculty member. (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).

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KPI-P-11	Citation Rate per Faculty	Average number of citations per published faculty member in refereed journals. (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).

-Purpose and Scope

The KPI framework is designed to:

- Monitor and evaluate academic quality and learning outcomes.
- Track institutional performance across student experience, teaching effectiveness, research output, and community engagement.
- Support data-informed decision-making by program and college leadership.
- Identify strengths and areas requiring improvement.

KPIs are measured annually and reviewed by the Quality Assurance Committee. Performance levels are reported in the Annual Program Report (APR) and compared with both internal historical data and external benchmarks.

-KPI Categories

The program monitors performance across the following domains:

- **Student Experience & Satisfaction** (e.g., quality of learning, courses, services)

- **Academic Performance Metrics** (e.g., completion rates, retention, national licensure success)
- **Graduate Outcomes** (e.g., employability, postgraduate study)
- **Employer Satisfaction**
- **Faculty Productivity** (e.g., publication rate, citation metrics)
- **Learning Environment** (e.g., student-to-teacher ratio, resource adequacy)
- **Community Engagement** and **Field Training Effectiveness**

B- Internal and External Benchmarking

The EMS program applies both internal and external benchmarking to contextualize its performance:

- **Internal Benchmarks**: Year-over-year program performance and college-wide averages.
- **National Benchmarks**: Comparative analysis with other Saudi EMS programs, including:
  - *King Saud bin Abdulaziz University for Health Sciences (KSAU-HS)*
  - *Prince Sultan Military College of Health Sciences (PSMCHS)*
- **International Benchmarks**: Key performance indicators are reviewed in light of global EMS education standards, including the *University of Pittsburgh's EMS Program* (USA), with attention to attrition rates, certification pass rates, and clinical resource availability.

Benchmarking data is collected through surveys, annual KPI reports, and strategic partnerships, allowing PSCEMS to validate its educational effectiveness against comparable programs and identify opportunities for enhancement.

- **Use of KPI Results**

KPI outcomes are:

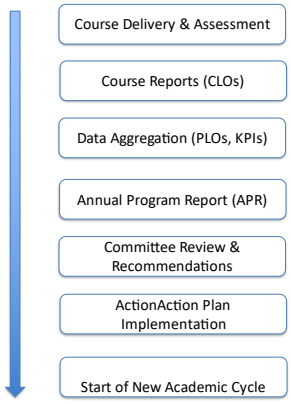
- Integrated into curriculum and policy review cycles.
- Used for setting future targets and action plans.
- Shared with stakeholders, including faculty, students, and program advisory boards.

The EMS program commits to transparency and accountability by publishing summarized performance data and responding to trends with targeted quality improvement initiatives. This ongoing KPI and benchmarking process is essential for sustaining **academic excellence**, ensuring **regulatory compliance**, and enhancing **graduate readiness** in alignment with the strategic goals of King Saud University and Saudi Vision 2030.

C- Visual Frameworks for Program Management and Quality Assurance

This section illustrates the EMS program's internal systems for continuous improvement, stakeholder engagement, and risk mitigation using conceptual diagrams.

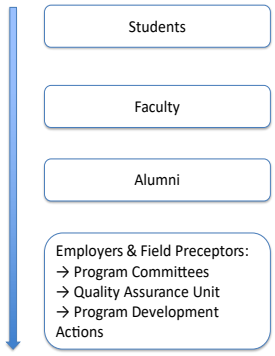
- **Annual Program Review (APR) Cycle**

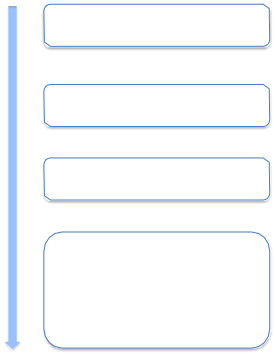


A step-by-step process to ensure continuous improvement of the EMS Program.

- **Stakeholder Engagement Flow**

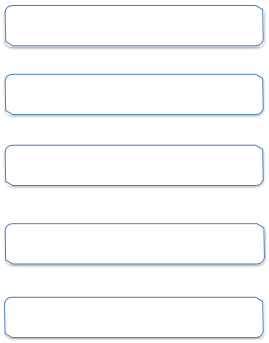
Integration of internal and external stakeholder input into program decision-making





- **Risk Management Process**

.A framework to identify, mitigate, and monitor risks impacting the EMS Program



4.6. Graduate Attributes:

The **graduate attributes** of the Bachelor of Emergency Medical Services (EMS) program at Prince Sultan bin Abdulaziz College are designed to ensure that students graduate with holistic competencies that align with the **three core learning domains** outlined in the NQF and aligned with KSU-graduate attributes

KSU graduates attributes are

1. Depth of specialized knowledge (specialist)
2. Critical thinking (critic)
3. Effective communication (Active)
4. Technical Skills (Technical)
5. Innovation and entrepreneurship (Pioneer)
6. Leadership and Responsibility (Leader)
7. Innovation and adaptation (Initiator)
8. Integrity and professional ethics (Honest)
9. Moderation and pride in national identity (Patriot)
10. Life long learning (Ambitious)
11. Volunteer work and social responsibility (Volunteer)
12. Research (Researcher)

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EMS graduates attributes are:

1. EMS Specialist – demonstrates comprehensive knowledge in prehospital emergency care, patient triage, and intervention
2. Critical Thinker in Emergency Contexts
3. Communicates clearly with patients, team members, and the public under emergency conditions
4. Performs prehospital procedures and operates EMS equipment proficiently
5. Demonstrates leadership, accountability, and teamwork in EMS settings
6. Adapts to dynamic field conditions and initiates appropriate medical responses
7. Adheres to ethical principles and maintains integrity in emergency medical practice
8. Pursues continuous professional development in emergency medical sciences
9. Contributes to community safety, preparedness, EMS operations, mass-gathering management, and disaster response initiatives
10. Applies evidence-based practice and participates in EMS-related research activities

Alignment of Program graduates attributes and KSU-graduates attributes:

KSU Graduate Attribute	EMS-graduates' Attribute
1. Depth of specialized knowledge	1- EMS Specialist – demonstrates comprehensive knowledge in

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(Specialist)	prehospital emergency care, patient triage, and intervention
2. Critical Thinking (Critic)	2- Critical Thinker in Emergency Contexts
3. Effective Communication (Active)	3- Communicates clearly with patients, team members, and the public under emergency conditions
4. Technical Skills (Technical)	4- Performs prehospital procedures and operates EMS equipment proficiently
5. Innovation & Entrepreneurship (Pioneer)	-
6. Leadership and Responsibility (Leader)	5- Demonstrates leadership, accountability, and teamwork in EMS settings
7. Innovation & Adaptation (Initiator)	6- Adapts to dynamic field conditions and initiates appropriate medical responses
8. Integrity & Professional Ethics (Honest)	7- Adheres to ethical principles and maintains integrity in emergency medical practice
9. Moderation & Pride in National Identity (Patriot)	-
10. Life-long Learning (Ambitious)	8- Pursues continuous professional development in emergency medical sciences
11. Volunteer Work & Social Responsibility (Volunteer)	9- Contributes to community safety, preparedness, EMS operations, mass-gathering management, and disaster response initiatives
12. Research (Researcher)	10- Applies evidence-based practice and participates in EMS-related research activities

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To achieve the program graduate attributes, the program align them with its PLOs, as demonstrated in the table below:

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Alignment of EMS graduates' attributes with PLOs:

Program Graduates' attributes (GA)	PLOs												
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3
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~~**Knowledge and Understanding domain**~~

~~Graduates acquire foundational and advanced theoretical knowledge essential for EMS practice. They:~~

~~-Describe human anatomy, physiology, and pathophysiology.~~

~~-Understand public health, epidemiology, and patient safety.~~

~~-Explain the responsibilities and scope of EMS professionals during emergencies, disasters, and mass gatherings.~~

~~-Comprehend principles of pre-hospital intensive and critical care.~~

~~- **Mapped Graduate Attributes**:~~
~~- Specialized in EMS~~
~~- Responsible & Leader~~

~~**Skills domain**~~

~~Graduates develop a wide range of cognitive and technical skills, allowing them to:~~

~~-Formulate clinical impressions and make field decisions.~~

~~-Analyze pediatric and geriatric cases.~~

- Apply education, leadership, and research principles in practice.

Mapped Graduate Attributes:

- Critical Thinker
- Researcher
- Initiator & Adaptor
- Technical Communicator
- Ambitious & Lifelong Learner

Values, Autonomy, and Responsibility Domain

Graduates are trained to act with professionalism, ethical responsibility, and community engagement. They:

- Adhere to legal and ethical guidelines in EMS practice.
- Demonstrate empathy, teamwork, communication, and leadership.
- Serve as role models for safety and wellness.
- Engage in community service and uphold high standards of patient advocacy.

Mapped Graduate Attributes:

- Dignity & Ethics
- Volunteer & Community
- Responsible & Leader

These graduate attributes form a comprehensive profile of an EMS graduate—combining **scientific knowledge**, **professional skill**, and **ethical responsibility**—to ensure readiness for effective, safe, and compassionate emergency medical care.

6. Admission Criteria:

6.1 Admission Requirements for the EMS Program:

6.1.1 General Admission Requirements

1. Must hold a high school diploma or equivalent from within Saudi Arabia or abroad.

2. Foreign high school certificates must be officially equalized by the Ministry of Education.

3. The applicant must have a valid score in the General Aptitude Test.

4. The applicant must have a valid score in the Achievement Test.

5. The applicant must be medically fit.

6. The applicant must not have a disability that prevents them from studying in health-related tracks.

7. The applicant must not have been dismissed from another university for academic or disciplinary reasons.

6.1.2 Admission Criteria (Composite Score)

The composite admission score for the health track (including the EMS program) is calculated as follows:

- **40% General Aptitude Test**
- **30% Achievement Test**
- **30% High School GPA**

6.1.3 Program Track

Applicants must apply through the ~~Joint~~ Common **First Year for Health Colleges**, which is the designated path for the EMS program. Only students who complete this track and meet the program's performance requirements will be eligible for admission into the EMS specialization.

6.1.4 Allocated Seats:

The EMS program has limited seat availability, which is determined annually. Admission is highly competitive, based on both the applicant's composite score and their academic performance in the Joint First Year for Health Colleges. In the year of 1447 AH, it is allowed to have:

- 95 seats for male students

- 25 seats for female students

6.2 Transfer criteria

Transfer to the Emergency Medical Services (EMS) program is only permitted internally within King Saud University under the following specific conditions:

1. The student must have been preferably admitted to the Joint First-Year Track for Health Colleges.
2. The student must not have failed or withdrawn from any course during the joint first year.
3. The student must have completed all the required courses in the joint year with a cumulative GPA of no less than 3.27 out of 5.
4. The student must be medically fit and free from any conditions that may prevent them from performing emergency medical field work.
5. The student must meet all additional requirements and conditions as determined by the EMS program committee at the time of reviewing transfer applications.

7. Graduates Job Description

Graduates of the program will be employed as EMS program in the following sectors:

- Saudi Red Crescent Authority

- Emergency Departments (University Medical City, MOH and private hospitals)

- Military and Security Medical Services (e.g., MOD, MOI, NGHA)

- Airports, Seaports, and Industrial Emergency Units

- Disaster and Rescue Operations Units

- Academic and Training Institutions

- International Emergency Relief Organizations

7.1 Graduates Requirements:

To obtain a bachelor's degree in EMS from prince sultan bin Abdulaziz college, king Saud university, in the field emergency medical services Program, students must successfully pass 135 credit hours - eight levels (including the preparatory year and years of specialization), in addition to an internship year in a hospital or other relevant health sectors.

7.2 Credit hours required to graduate:

Credit hours	Requirements
32 hours	University Requirements
10 hours	College Requirements
91 hours	Program Requirements

2 hours	Capstone Course/Project
One year (52 working weeks)	Internship Year
135 hours	Total

8. EMS Career Opportunities:

Graduates of the **Bachelor of Science in Emergency Medical Services (EMS)** program are equipped with advanced clinical, technical, and leadership skills that enable them to work across a wide range of professional environments. Their training in emergency care, critical decision-making, and disaster response prepares them for vital roles in both governmental and private healthcare systems.

8.1 Primary Employment Sectors:

1. Saudi Red Crescent Authority (SRCA)
    - Paramedic roles in urban and remote EMS stations
    - Specialized response units (air ambulance, Hajj/Umrah operations)
2. Hospitals (Public and Private):
    - Emergency departments (ED)
    - Trauma and intensive care units
    - Ambulance and transport services within hospitals
3. Military and Security Medical Services:
    - Ministry of Defense Health Services
    - National Guard Health Affairs (NGHA)
    - Ministry of Interior (MOI) field operations
    - Medical emergency teams in military bases and field hospitals
4. Airports, Seaports, and Industrial Emergency Units:

- On-site paramedic roles for passenger and worker safety
- Emergency response in petrochemical, aviation, and logistics sectors

5. Disaster Response & Humanitarian Missions:
    - National Disaster Response teams
    - Participation in local and international humanitarian relief operations
    - Collaboration with the Civil Defense and MOH disaster units
6. Educational and Training Institutions:
    - EMS instructors in training centers and colleges
    - Clinical preceptors and field training supervisors
    - Curriculum development and simulation lab support
7. Research & Public Health Programs:
    - Involvement in injury prevention, public safety, and EMS systems research
    - Roles in health awareness campaigns and national preparedness strategies
8. Postgraduate Pathways:
    - Master's degrees in Emergency Medicine, Disaster Management, Public Health, or Healthcare Management
    - Fellowships in EMS leadership or Tactical/Flight EMS
    - Academic and administrative roles in EMS program development

8.2 Licensing & Accreditation:

All EMS graduates are eligible for classification and licensure through the **Saudi Commission for Health Specialties (SCFHS)** as **Emergency Medical Services Practitioners**.

9. EMS Curriculum Plan:

9.1 introduction:

Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS), affiliated with King Saud University, offers the Bachelor of Science in Emergency Medical Services (BS-EMS)—a nationally accredited program that prepares students to become licensed Emergency Medical Services Specialists capable of delivering high-quality prehospital and in-hospital emergency care.

The program spans five academic years, which include eight semesters of academic and clinical instruction, followed by a compulsory one-year internship. The academic year typically begins in the spring semester. During the first two semesters, students complete their Health Sciences Preparatory Year at the College of Applied Health Sciences (32 credits). This foundational year equips students with essential knowledge in basic medical sciences, as well as competencies in English language, communication, scientific writing, and information technology—laying a strong base for their professional education.

The BS-EMS curriculum is designed to align with international standards in paramedicine and the Saudi Commission for Health Specialties (SCFHS) framework. It integrates comprehensive didactic instruction, hands-on laboratory simulations, clinical training in hospital settings, and supervised field internships with emergency response teams. Students are trained in core competencies such as trauma care, advanced airway management, cardiac life support, disaster response, and mass casualty incident management.

By the end of the program, graduates are well-equipped to serve in critical frontline roles in emergency medical systems, respond to life-threatening conditions with professionalism and efficiency, and contribute to the enhancement of public health and safety in the Kingdom and beyond.

9.2 Curriculum

9.2.1 Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	9	32	23.7
	Elective	-	-	-
College Requirements	Required	5	10	7.4
	Elective	-	-	-
Program Requirements	Required	26	91	67.4
	Elective	-	-	-
Capstone Course/Project		1	2	1.5
Field Training/ Internship				
Others				
Total		41	135	100

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

9.2.2. Program Courses

Level	Course Code	Course Title	Required or	Pre-Requisite	Credit Hours	Type of requirements
Level 1	CT 101	Computer Skills	Required	-	3	Institution
	EPH 101	Health Education & Fitness	Required	-	1	Institution
	CUR 101	University Skills	Required	-	3	Institution

Level	Course Code	Course Title	Required or	Pre-Requisite	Credit Hours	Type of requirements
	ENGL 107 /108/109	English	Required	-	6	Institution
	STAT 109	Biostatistics	Required	-	3	Institution
Level 2	ZOOL 109	General Zoology	Required		3	Institution
	PHYS 109	General Physics	Required	-	4	Institution
	CHEM 1.9	Organic Chemistry for Health Sciences	Required	-	3	Institution
	ENGL 114 /115/116	English for Medical Purposes	Required	-	6	Institution
Level 3	EMS 211	Emergency Medical Technician	Required	-	6	Program
	EMS 212	EMS Communications and Documentation		-	2	Program
	EMS 213	Anatomy and Physiology for Emergency Care		-	4	Program

Level	Course Code	Course Title	Required or	Pre-Requisite	Credit Hours	Type of requirements
	EP 325	Fitness and Work Performance		-	2	Program
	IC 107	Introduction to Islamic Culture		-	2	College
Level 4	EMS 221	Introduction to Advanced Emergency Care	Required	EMS 211	2	Program
	EMS 222	EMS Pulmonology and Airway Management		EMS 211	4	Program
	EMS 223	Patient Assessment		EMS 211	3	Program
	EMS 224	EMS Medications		EMS 211	3	Program
	EMS 226	Pathophysiology for Emergency Care		EMS 211	3	Program
	EMS 227	Clinical Practice –1		EMS 211	3	Program
Level 5	EMS 311	Medical Emergencies in EMS	Required	EMS 223	6	Program
	EMS 312	EMS Cardiology		EMS 224	4	Program

Level	Course Code	Course Title	Required or	Pre-Requisite	Credit Hours	Type of requirements
	EMS 313	Public Health and Safety for Paramedics		EMS 221	2	Program
	EMS 314	Clinical Practice – 2		EMS 227	3	Program
	IC 106	Islamic Course		-	2	College
Level 6	EMS 321	Trauma Emergencies in EMS	Required	EMS 223	6	Program
	EMS 322	Mental Health and Special Considerations	Required	EMS 311	5	Program
	EMS 324	Clinical Practice – 3	Required	EMS 314	3	Program
	IC 100	Islamic Course		-	2	College
	ARAB 103	Expository Writing		-	2	College
Level 7	EMS 411	Neonatal and Pediatric Emergencies	Required	EMS 322	3	Program
	EMS 412	EMS Operations and Rescue	Required	EMS 321	2	Program
	EMS 413	EMS Clinical Decision Making	Required	EMS 223	2	Program

Level	Course Code	Course Title	Required or	Pre-Requisite	Credit Hours	Type of requirements
	EMS 414	Mass Gathering and Disaster Management	Required	EMS 321	3	Program
	EMS 415	Clinical Practice – 4	Required	EMS 324	3	Program
	IC 105	Islamic Course		-	2	College
Level 8	EMS 421	Critical and Intensive Care Practice	Required	EMS 413	5	Program
	EMS 422	EMS Education	Required	EMS 413	3	Program
	EMS 423	EMS Research and Evidence Based Practice	Required	EMS 413	2	Program
	EMS 424	EMS Management and Leadership	Required	EMS 414	2	Program
	EMS 425	Clinical Practice – 5	Required	EMS 415	3	Program
	EMS 426	Mass Gathering Field Practice	Required	EMS 227	4	Program
Fifth Year	Mandatory 1 Year Internship					

9.3 Courses description:

THIRD SEMESTER					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisit
EMS	Emergency Medical	4	2	6	
EMS 212	EMS Communication and Documentation	2	0	2	
EMS 213	Anatomy & Physiology for Emergency Care	3	1	4	
EP 325	Fitness for Work Performance	2	0	2	
IC 107	Islamic course	2	0	2	
Total semester credit hours		16			

EMS 211 (Emergency Medical Technician) (4+2+0=6 credits):

This course is designed to develop a student to entry level Emergency Medical Technician (EMT). This will cover knowledge, skills and attitude necessary for the individual to provide emergency medical care at a basic life support level with an ambulance service or other specialized service. This will also provide student clinical and field exposure necessary to qualify as an Emergency Medical Technician.

This course begins with Basic Life Support (BLS) Provider certification from American Heart Association

EMS 212 (EMS Communication and Documentation) (2+0+0=2credits):

This course will also discuss the systems, modes and techniques of effective EMS communications. This will also cover comprehensive knowledge of accurate Patient Care Report, communication with other health care professionals, team communication and dynamics and current trends in documentation and communication technology.

EMS 213 (Anatomy and Physiology for Emergency Care) (3+1+0=4 credits):

The Anatomy and Physiology course is specifically designed to introduce the fundamental terminology, structure and function of the human body. The main emphasis of this course will be on the major organ systems and their association with health and disease. After the completion of this course, the student will be able to identify and distinguish between the structures and functions of the body.

EP 325 (Fitness for Work Performance) (2+0+0=2 credits):

This course aims to provide students with the knowledge and skills necessary to improve performance while working in various careers by identifying the nature of the work and the minimum level of physical fitness required to perform the functions of different works including assessment and development.

FOURTH					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisite
EMS 221	Introduction to Advanced Emergency Care	2	0	2	EMS 211
EMS 222	EMS Pulmonology and Airway	3	1	4	EMS
EMS 223	Patient Assessment	2	1	3	EMS
EMS 224	Emergency medications	2	1	3	EMS
EMS 227	Clinical Practice -1	0	3	3	EMS
EMS 226	Pathophysiology for	3	0	3	EMS
Total semester credit		18			

EMS 221 (Introduction to Advanced Emergency Care) (2+0+0=2 credits):

This course is the introductory phase into advanced emergency care from an EMS specialist's perspective. This course will include major topics such as the physical, mental and social health of the EMS professional, EMS systems, Roles and Responsibilities of the EMS specialist, Illness and Injury Prevention, Medico-legal and ethical aspects of advanced emergency care. A special focus is also given to professionalism and professional attributes in EMS practice. (Prerequisite is EMS 211).

EMS 222 (EMS Pulmonology and Airway Management) (*3*+1+0=4 credits):

This course will discuss the pulmonary system anatomy, physiology and pathophysiology. This course will cover advanced airway management, advance airway techniques, ventilation techniques and ventilation assisted devices. This course will also cover

understanding and interpreting capnography and arterial blood gases. We will also explore and discuss current trends and special considerations in respiratory care and airway management. (Prerequisite is EMS 211).

EMS 223 (Patient Assessment) *(2+*1+0=3 credits):

This course will introduce the student to the patient assessment including history taking and physical examination, ongoing assessment, and how to integrate gained information into a working field impression and summarize a treatment /disposition plan. (Prerequisite is EMS211).

EMS 224 (Emergency medications) *(2+*1+0=3 credits):

This course will present the student with EMS pharmacology. This course will discuss principles of pharmacology, pharmacokinetics, and pharmacodynamics and pharmacology classifications. It also covers specific emergency medications and pharmacological management of pain. This course will prepare the student to safely administer medications by lecture, demonstration and practice. (Prerequisite is EMS 211).

EMS 226 (Pathophysiology for Emergency care) (3+0+0=3 credits):

This course includes fundamentals of general and systemic pathophysiology such as cellular environment, tissue injury, inflammation, hypoperfusion, self-defense mechanisms, most common systemic diseases, genetics and familial diseases, variances in immunity and inflammation, stress and disease. At the completion of this course, the student will be able to apply the concepts of general and systemic pathophysiology for the assessment and management of emergency patients. *(Prerequisite is EMS 213)*

EMS 227 (Clinical Practice I) (0+0+3=3 credits):

This course will consist of scheduled field rotations. The student will be able to participate in emergency health care at ambulance settings by applying hands on skills. The student will be expected to actively participate in, and experience patient assessment and patient care based on scope of practice of an Emergency Medical Technician. (Prerequisite is EMS 211).

FIFTH SEMESTER					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisit
EMS 311	Medical Emergencies	5	1	6	EMS 223
EMS 312	EMS Cardiology	3	1	4	EMS 224
EMS313	Public Health and Safety for Paramedics	2	0	2	EMS 221
EMS 314	Clinical Practice -2	0	3	3	EMS 227
IC 106	Islamic course	2	0	2	
Total semester credit hours		17			

EMS 311 (Medical Emergencies) (5+1+0=6 credits):

This course will discuss the pathophysiology, assessment and management of most common types of medical emergencies related to human body systems. This will cover Pulmonary emergencies, Neurological, Endocrinological, Allergic, Gastroenterological, Urological, Morphological and Toxicological Emergencies, Hematological, Environmental and Wilderness emergencies, Psychiatric, Behavioral emergencies. It will also cover Infections and Communicable Diseases, current trends in emergency care and chief complaint-based management of common medical complaints. Special emphasis is also given to the assessment and management of pain.

During this course the student will also prepared to be an *Advanced Medical Life Support* (ACLS) *Provider from American Heart Association.* (Prerequisite is EMS 223).

EMS 312 (EMS Cardiology) (3+1+0=4 credits):

This course will discuss the cardiovascular system anatomy, physiology, pathophysiology and general assessment of a patient with cardiovascular diseases. This will also discuss monitory and 12 lead ECG interpretation and dysrhythmia management, assessment and management of common cardiovascular emergencies and diseases based on the evidence based practice in Emergency Cardiovascular Care.

During this course student will be prepared to be an Advanced Cardiovascular Life Support (ACLS) Provider *from American Heart Association*. (Prerequisite is EMS 224).

EMS 313 (Public Health and Safety for EMS Specialists) (2+0+0=2 credits):

This course will introduce the students to the fundamentals of public health and safety. This will prepare students to contribute to prevent disease and promote health by participating in public health promotion activities such as public health education for injury prevention and safety, vaccination. This subject will also cover community health and rural health care including rural EMS and remote health care. *(Prerequisite is EMS 221)*

EMS 314 (Clinical Practice II) (0+0+3=3 credits):

This clinical practice will specially focus on advanced airway management, medication administration and patient assessment skills. It consists of scheduled clinical rotations at Operation Room, Emergency Room and IV Room.

During this course students will be certified as *Advanced Cardiovascular Life Support Provider from American Heart Association and Advanced Medical Life Support Provider from American Heart Association. (Prerequisite is EMS 227).*

SIXTH					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisite
EMS 321	Trauma Emergencies	4	2	6	EMS
EMS 322	Mental Health and Special Considerations	4	1	5	EMS 311
EMS 324	Clinical Practice- 3	0	3	3	EMS
IC 100	Islamic course	2	0	2	
ARAB 103	Expository Writing	2	0	2	
Total		17			

EMS 321 (Trauma Emergencies) (4+2+0=6 credits):

This course will introduce the student to mechanisms of trauma and trauma systems. This will prepare the students to properly assess and manage various types of traumatic injuries, forms of shock (in terms of mechanisms and causes) and traumatic cardio-pulmonary arrest. This will also cover assessment and management of Head trauma, Facial trauma, and Neck trauma, Spinal trauma, Thoracic trauma, abdominal trauma and Shock Trauma Resuscitation. During this course the student will also prepared to be a Pre-Hospital Trauma Life Support Provider From National Association of Emergency Medical Technicians (NAEMT). (Prerequisite is EMS 223).

EMS 322 (Mental Health and Special Considerations in emergencies) (4+1+0=5 credits):

This course will cover Mental Health Emergencies, Obstetrics and Gynecological Emergencies, Geriatric Emergencies, Abuse and Assault, Medico-legal and Forensic aspects of special reporting situations, Patients with special needs, the Acute Interventions for the Chronic Care Patient, chronic pain and pain management in palliative care.

During this course the student will also prepared to be a Geriatric Education for Emergency Medical Services (GEMS) provider From National Association of Emergency Medical Technicians (NAEMT). (Prerequisite is EMS 311).

EMS 324 (Clinical Practice III) (0+0+3=3 credits):

Clinical practice-III will focus on assessment and management of common medical emergencies, Advance Cardiac Life Support (ACLS) skills including ECG monitoring and interpretation. It consists of scheduled clinical and field rotations including 6 weeks in ER, ICU, CCU and 6 weeks at ambulance settings.

During this course students will be certified as Pre-Hospital Trauma Life Support provider (PHTLS) and Geriatric Education for Emergency Medical Services (GEMS) provider. (Prerequisite is EMS 314).

SEVENTH SEMESTER					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisite
EMS 411	Neonatal and Pediatric Emergencies	2	1	3	EMS 322
EMS 412	EMS Operations and Rescue	1	1	2	EMS 321
EMS 413	Clinical Decision Making in	0	2	2	EMS
EMS 414	Mass Gathering and Disaster Management	3	0	3	EMS 321
EMS 415	Clinical Practice- 4	0	3	3	EMS
IC105	Islamic course	2	0	2	
Total semester credit		15			

EMS 411 {Neonatology and Pediatric Emergencies in EMS) *(2+*1+0=3credits):

This course will introduce the students to pathophysiology, assessment, physical exam and emergency management of the neonatal and pediatric emergencies.

During this course the student will be prepared to be a Pediatric Advance Life Support provider from American Heart Association (PALS). (Prerequisite is EMS 322).

EMS 412 {EMS Operations and Rescue) (1 +1 +0=2 credits):

This course will introduce the students to fundamental principles of Ambulance Operations, Aero medical transportation, Mass Casualty Incidents, Principles of Triage, Rescue Operations, and Vehicle rescue, patient extrication, Highway Operations, Hazardous

Materials Incidents, Crime Scene Awareness, Rural EMS, and Responding to Terrorist Acts. (Prerequisite is EMS 321).

EMS 413 {Clinical Decision Making) {0+2+0=2credits):

This course will build on student knowledge, skills and attitude involved in assessment based management, problem solving skills, critical thinking, formulating clinical impression and comprehensive treatment plan. Various case scenarios will illustrate how to integrate knowledge of pathophysiology, comprehensive assessment findings to make clinical decisions, diagnosis, differential diagnosis and protocol-based management of patients (Pre-requisite is EMS 223-Patient Assessment)

EMS 414- Mass gathering and Disaster Management (3+0+0=3 credits)

This course covers the theoretical and practical foundations necessary for pre-planning and management of mass gathering events with a special focus on Hajj. This will also cover management of incidents involving multiple casualties and multiple agencies. Topics include foundations of disaster planning, incident command, Weapons of Mass Destruction, response issues, and hazardous materials. During this course the student will also prepared to be an Advanced Disaster life Support provider. (Prerequisite is EMS 321).

EMS 415 (Clinical Practice IV) (0+0+3=3 credits):

Clinical practice- IV will focus on assessment and management of trauma emergencies, obstetric and gynecologic emergencies and participation in EMS operations, Rescue operations, mass gathering and disaster management. It consists of scheduled clinical and field rotations including 6 weeks in ER, OR Bum Unit, OBG/Gynecology wards and 6 weeks at ambulance settings. During this course students will be certified as Pediatric Advanced Life Support provider (PALS) and Advanced Disaster life Support provider from American Heart Association. (Pre-requisite is EMS 324)

EIGHTH					
Course Code	Course Name	Theory	Practical	Total Credit	Pre-requisi
EMS 421	Critical and Intensive Care	3	2	5	EMS
EMS 422	EMS Education	3	0	3	EMS
EMS 423	EMS Research and Evidence	2	0	2	EMS
EMS 424	EMS Management & Leadership	2	0	2	EMS
EMS 425	Clinical Practice- 5	0	3	3	EMS
Total semester credit		15			

EMS 421-Critical and Intensive Care Practice (3+2+0=5):

This course will introduce student to the fundamentals of intensive and critical care transport including operations, safety, advanced pharmacology, flight physiology, advanced airway management, ventilator operation, hemodynamic instability in the critical patient, cardiac assisted devices, chest tube management, maintenance of central lines and infusion pumps, necessary knowledge about functioning of intensive care units and other important areas of Intensive and Critical Care practice. (Pre-requisite is EMS 413)

EMS 422- EMS Education- (3+0+0=3)

This course presents theoretical and practical foundations necessary for entry level EMS instructors and coordinators. Topics include instructor roles and responsibilities, learning theory, lesson plan development, test writing and validation, and program evaluation. Additional emphasis will be placed on instructional techniques for the adult learner. Students are also expected to participate in public health education and mentorship of junior students. (Pre-requisite is EMS 413)

EMS 423- EMS Research and Evidence Based Practice (2+0+0=2)

This course is an introduction to basic research methods and statistical procedures used in Emergency Medical Services research. The course will focus on research planning, Literature review, methods of data collection, analysis, display, literature citation, interpretation and evaluation of articles in the emergency healthcare. This course will also cover fundamental concepts of evidence based practice and overcoming barriers in the implementation of evidence-based care; how to present new trends in EMS practice and disseminate evidence to other emergency care professionals. At end of this course student will prepare a research abstract. (Pre-requisite is EMS 413)

EMS 424- EMS Management & Leadership - (2+0+0=2)

This course is an introduction to management principles as they apply to the emergency medical services system. topics covered include information systems, team building, fiscal management, human resource management, quality improvement , and management of conflict and change. It also focuses on development of leadership skills such as listening, delegation of responsibilities, discipline, and decision making. (Pre-requisite is EMS 414)

EMS 425- Clinical Practice- V - (0+0+3=3 credits):

Clinical practice- V will focus on assessment and management of neonatal and pediatric emergencies, intensive care, and critical care transport including air-medical transport. It consists of scheduled clinical and field rotations including 6 weeks in ICU, CCU, PICU, NICU, and 6 weeks at ambulance settings including 3 weeks air medic transport facility.

During this course students will be certified as Pediatric Education for Prehospital Professionals Providers (Pre-requisite is EMS 415)

EMS 426- Mass Gathering Field Practice-(0+0+4 credits)

This Course is designed to gain mass gathering field experience during Hajj and Ramadan Umrah seasons. It is mandatory for students to complete minimum 210 Hours (21 field working days) of emergency health duty during Hajj and Ramadan-Umrah seasons (2 Hajj season or 1 Hajj and 2 weeks of Ramadan Umrah). This will provide students practical experience about planning, organization, public health aspects, major health hazards, types of disasters and emergency situations of mass gatherings.

9.4 Internship year

After completion of the 4 years BS EMS program, the student will undergo clinical and field internship for one year. Student will spend 12 months in clinical settings which include 6 months in SRCA, 4 months in different settings of hospitals, 1 month in college and 1 elective. 8 hours per day will be spending for clinical or field rotations for 5 days a week. This will provide opportunity for students for practical application of all the skills they learned during the course. Student will also participate in public health activities, mentoring and supervising junior students during field and clinical rotations

-Responsibility & Internship student's skills:

1. Demonstrate use of documentation, information, and communications technology in gathering, interpreting, and communicating information and ideas for effective emergency patient care, keeping transport and record.

2. Provide emergency medical care for the sick and injured, based on an assessment and the formulated field impression in order to reduce morbidity and mortality and improve ever all health of the patient

3. Demonstrate proficiency in safely performing all psychomotor skills within the Scope of Practice for an EMS specialist according to Saudi Commission for Health Specialties standards

4. Display leadership and management skills in emergency medical services with an ability to work collaboratively with multi-professional teams and contribute to the development of EMS Profession

Commented [TS9]: If these skills are in other documents related to internship, it should be matched

Practice as an autonomous Emergency Care professional within framework of scope of practice, legal and ethical requirements.

Student Minimum Competency (SMC) – PSCEMS

The **Student Minimum Competency (SMC)** framework defines the minimum clinical exposures, skill performance, and assessment standards that EMS students must achieve to ensure safe, competent, and independent practice as paramedics. It includes both **formative** (developmental) and **summative** (competency-confirming) experiences across four main areas:

1. Patient Age Exposure

Students must encounter patients across all age groups to build age-specific assessment and care competencies.

- **Total Required Encounters by Age**: 108
    - Neonates to Adolescents: 48
    - Adults: 60
    - Geriatrics: 18

2. Pathologies / Patient Complaints

Students must demonstrate competency across a range of clinical conditions, including trauma, psychiatric, cardiac, respiratory, neurological, obstetrics, neonatology, and toxicology.

- **Total Minimum Cases by Complaint**: 134
- Includes both real encounters and required simulation (e.g., cardiac arrest, breech delivery, sepsis in geriatrics

3. Motor Skills

Students must demonstrate proficiency in key **Advanced Life Support (ALS)** skills through repeated lab, clinical, and field settings.

- **Total Skills Required**: 123
- Key skills include:
  - IV and IO access
  - BVM ventilation
  - Intubation (oral, supraglottic)
  - Medication administration (IV, IM, bolus)
  - Cricothyrotomy, needle decompression, defibrillation, pacing, synchronized cardioversion
- Programs must **document the success rate** for each skill to assess consistency over time.

4. Field Internship & Capstone

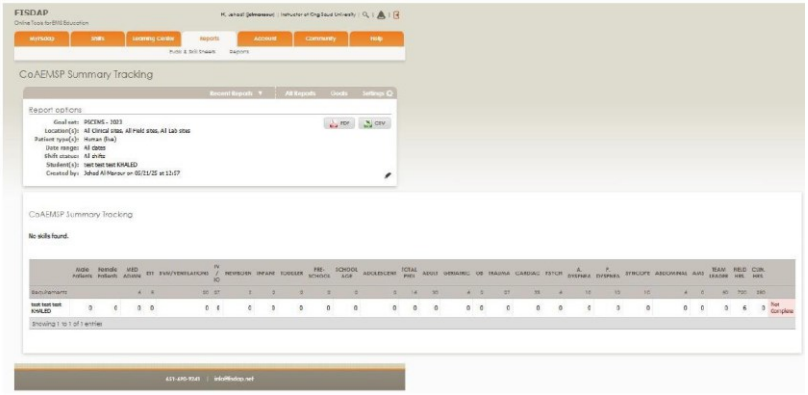
Students are expected to perform as **Team Leaders** in the field:

- **Minimum Required Field Contacts**:
  - Field Experience: 30 cases (as team member or leader)
  - Capstone Internship: 20 cases (as team leader with minimal/no supervision)

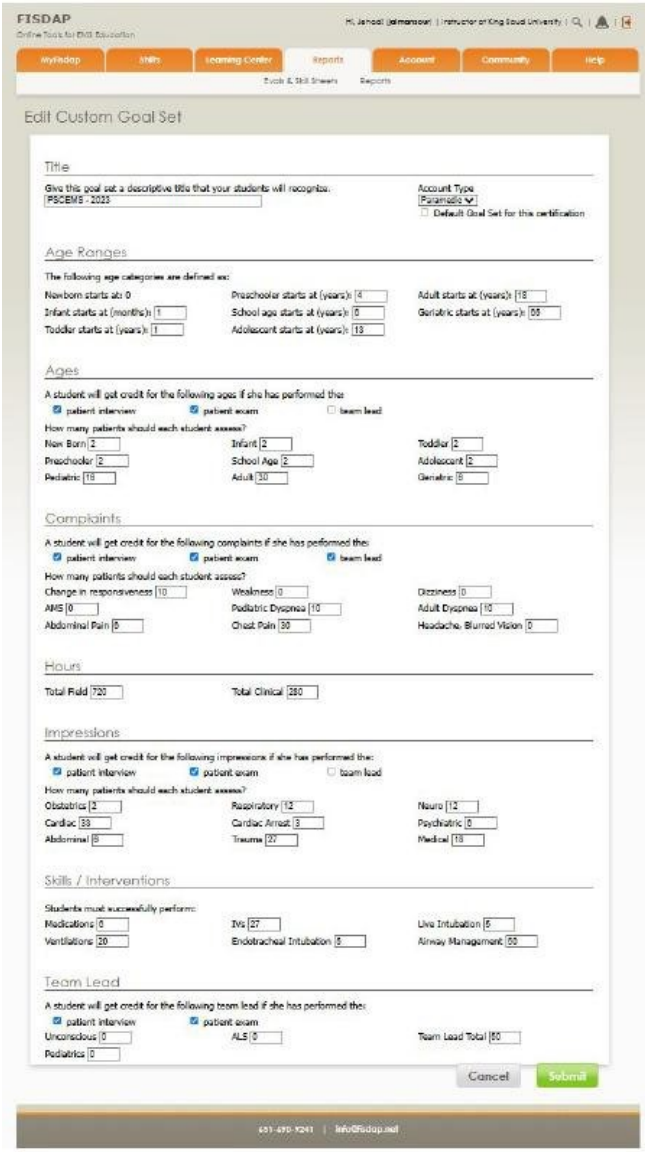
5. EMT-Level Skill Validation

Foundational EMT skills (e.g., oxygen delivery, splinting, CPR, suctioning, dressing wounds) must also be verified, particularly in programs that integrate EMT and paramedic training.

- The comprehensive or overall evaluation for internship will be cultivated through:
- Competencies calculated from FISDAP (form below)
- Training site evaluation (form below)
- Comprehensive exam (100 questions-3 trials)



Competencies calculated from FISDAP



Competencies calculated from FISDAP

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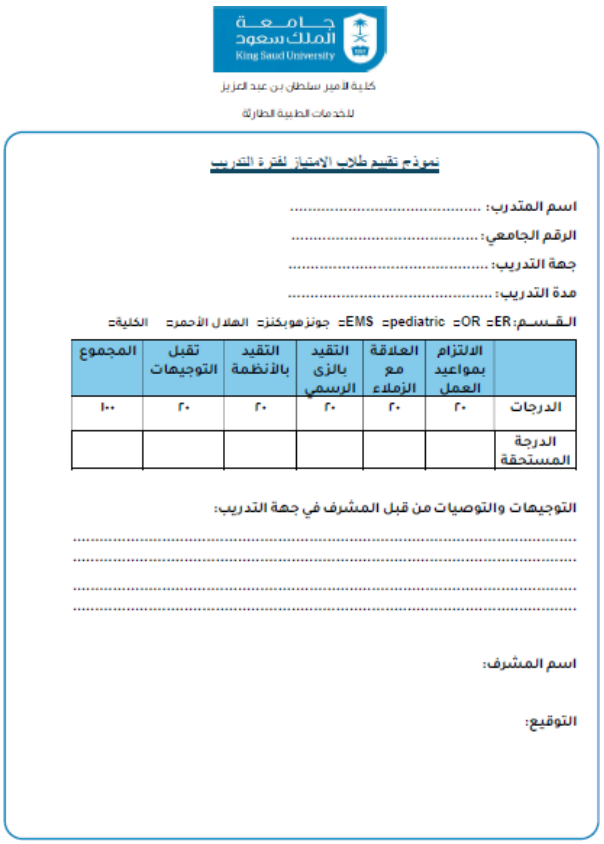

جامعة الملك سعود
King Saud University

كلية الأمير سلطان بن عبد العزيز
للخدمات الطبية الطارئة

نموذج تقييم طلاب الإمتياز لفترة التدريب

اسم المتدرب: .....

الرقم الجامعي: .....

جهة التدريب: .....

مدة التدريب: .....

القسم: ER= OR= pediatric= EMS= جونزهوبكنز= الهلال الأحمر= الكلية=

	الالتزام بمواعيد العمل	العلاقة مع الزملاء	التقيد بالزى الرسمي	التقيد بالأنظمة	تقبل التوجيهات	المجموع
الدرجات	٢٠	٢٠	٢٠	٢٠	٢٠	١٠٠
الدرجة المستحقة						

التوجيهات والتوصيات من قبل المشرف في جهة التدريب:

.....

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.....

اسم المشرف:

التوقيع:

Training site evaluation

جامعة الملك سعود (034)
هاتف 11805 92 50 966+
فاكس 11 806 02 10 966+

المملكة العربية السعودية
الرمز البريدي 9063
ص.ب 3569 الرياض 12642
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جامعة الملك سعود
King Saud University
كلية الأمير سلطان بن عبدالعزيز
للخدمات الطبية الطارئة

Graduation Requirements

The student has achieved the minimum competencies required for graduation and passed exit exam

الطالب أنهى الحد الأدنى من الكفاءات المطلوبة للتخرج

Medical Director المدير الطبي

د. عبدالمجيد محمد المبرد

Dr. Abdulmajeed M Mobrad

2025/0/0

Completion of graduation requirements

Key Implementation Notes

- Simulations are permitted in specific areas but cannot replace real patient contact in core domains.
- All competencies must be **documented and approved annually** by the Medical Director and Advisory Committee.
- Success rates, not just total attempts, must be tracked and reported for critical skills.
- Programs may adjust minimums with documented justification and internal approval.

10. Program policies and procedures

The **Policies and Procedures Manual** of Prince Sultan bin Abdulaziz College for Emergency Medical Services is a comprehensive institutional reference for managing academic and administrative operations. It is designed to **ensure quality and compliance with local and international accreditation requirements**. The manual provides a unified framework that guarantees the implementation of the academic program according to **clear and transparent policies**, while enhancing institutional governance within the college.

-Importance of the Manual in Program Management:

- Guides academic and administrative decision-making through documented policies.
- Supports alignment with **institutional and program-level accreditation standards**.
- Enhances transparency and accountability throughout all stages of program implementation—from admission to graduation.
- Contributes to **continuous improvement** using performance indicators and measurable benchmarks.
- Facilitates internal communication by providing a unified reference for rights and procedures.
- Ensures **integration with university platforms** such as registration, evaluation, and grievance systems.

- **Core Sections Covered in the Manual:**

- Governance and administrative responsibilities
- Academic and educational policies
- Research and graduate studies policies
- Quality assurance, development, and continuous improvement

- **To access the full manual, please visit the following barcode:**

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11. Laboratories, Classrooms and Clinic

A. Laboratories

laboratories and Simulation Unit at PSCEMS: Core to Skill Mastery and Program Execution

The **Laboratories and Simulation Unit** is one of the most essential academic and operational units at Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS). It plays a central role in bridging theoretical instruction with hands-on, competency-based learning—making it a cornerstone for the effective delivery of the Emergency Medical Services (EMS) program.

Located across **two dedicated buildings**, the unit comprises a total of **16 fully equipped laboratories** and **7 control rooms**. Building 2 houses **12 laboratories** distributed across 3 wings (4 labs per wing), each outfitted with advanced equipment, mannequins, simulation tools, and clinical training stations. These labs are specifically designed to simulate real-life emergency medical scenarios, allowing students to practice essential skills in airway management, trauma care, cardiac resuscitation, pharmacologic intervention, and more. Additionally, **6 control rooms** (one for every two labs) are fitted with **monitoring cameras, microphones, and review screens**, enabling faculty to supervise, record, and provide feedback during practical training sessions.

Building 4 adds **4 more specialized labs** and an additional control room, further enhancing training capacity and supporting diversified instructional needs. The unit is also supported by **two fully stocked storage areas** for organizing medical tools, consumables, and simulation mannequins.

B- Laboratories and Simulation Unit role in Program Delivery and Academic Excellence

The Laboratories Unit is instrumental in achieving the program's learning outcomes. It enables students to develop, practice, and refine psychomotor skills in a **safe and controlled environment** before engaging in real clinical or field settings. As per PSCEMS protocol, **practical competency must precede clinical deployment**, and the lab unit provides the structured environment to meet that requirement.

Trained staff members are assigned to each laboratory to prepare materials, organize equipment, and assist faculty in delivering practical content. These staff also ensure adherence to safety protocols and coordinate lab readiness, contributing to **training consistency and quality assurance**.

Moreover, the unit supports faculty needs by providing a flexible, technically-equipped environment for applied instruction and clinical simulation. Faculty members often integrate lab sessions with lecture content to enhance student understanding and retention, making the labs not just a training space, but a pedagogical extension of the classroom.

The unit also enforces **clear operational policies**, including fixed working hours (8 AM to 3 PM), safety guidelines, and hygiene protocols. It promotes professionalism through mandatory lab attire, proper disposal of sharp materials, and respectful student conduct.

The Laboratories and Simulation Unit is not a supporting service—it is a **strategic academic pillar** that ensures students graduate with the technical readiness, confidence, and clinical judgment expected of EMS professionals. By translating textbook knowledge into skill-based action, the unit strengthens PSCEMS's ability to produce workforce-ready graduates, sustain national accreditation, and uphold the highest standards in emergency medical education.

B. Classrooms

A-Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS) maintains a structured and purpose-built academic environment through its well-equipped classrooms, which serve as the primary venues for delivering theoretical and interactive instruction in the Emergency Medical Services (EMS) program.

The college provides a total of **10 classrooms**, designed to support high-impact teaching and learning across all academic levels. These classrooms are **strategically distributed** across two main buildings on campus:

- **Building Two** houses **7 classrooms**, primarily allocated for core EMS courses, lectures, and shared academic modules. These classrooms are located near laboratory and simulation spaces, allowing seamless integration between theoretical instruction and applied practice.
- **Building Four** includes **3 dedicated classrooms** for **female students**, in alignment with institutional policies that ensure equal access to educational resources while respecting cultural considerations.

Each classroom is equipped with **modern instructional technology**, including smartboards, ceiling-mounted projectors, high-definition audio systems, and secure internet access. This setup facilitates interactive lectures, multimedia content delivery, and real-time engagement with online learning platforms such as Blackboard and Microsoft Teams.

In terms of infrastructure, the classrooms are designed for comfort and functionality, featuring **ergonomic seating**, appropriate lighting, acoustic treatment, and climate control systems to provide a supportive learning atmosphere. Additionally, seating arrangements can be adapted to accommodate both lecture-style and group-based instruction, enabling instructors to implement diverse teaching strategies.

B- Role of Classrooms in Program Delivery

Classrooms are fundamental to the delivery of the EMS curriculum. They serve as spaces where students gain foundational knowledge in anatomy, physiology, pathophysiology, pharmacology, EMS systems, and emergency protocols. Beyond instruction, classrooms also host workshops, tutorials, guest lectures, academic advising sessions, and student-led presentations, contributing to a rich academic experience.

Moreover, classroom access and availability are managed according to a centralized schedule that aligns with the semester timetable, ensuring **efficient space utilization and instructional continuity**. Faculty and academic departments coordinate closely with administrative units to maintain optimal classroom conditions, ensure availability of teaching aids, and respond to evolving academic needs.

In summary, the classroom facilities at PSCEMS are integral to the educational framework of the college. By providing **technologically equipped, accessible, and well-managed learning environments**, the college ensures that students receive high-quality instruction that complements the hands-on training offered in laboratories and clinical settings. These classrooms reflect the college's commitment to academic excellence, student engagement, and a learner-centered approach to EMS education.

C. PSCEMS Clinic and Its Importance in Delivering the EMS Program

The **Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS) Clinic** functions as a vital academic and clinical environment that supports the professional preparation of future paramedics. As a dedicated clinical training site within the college, the clinic provides students with access to realistic, protocol-based simulations and supervised patient care scenarios that reflect the actual responsibilities and challenges of emergency medical services in the field.

The clinic is structured to facilitate student engagement with a full range of EMS competencies, including—but not limited to—primary and secondary patient assessments, airway and ventilation management, intravenous access, pharmacological interventions, trauma response, cardiac care, and obstetric emergencies. In addition to technical skill acquisition, the PSCEMS Clinic emphasizes **ethical conduct, documentation accuracy, interprofessional communication**, and compliance with national regulatory standards such as those issued by the **Saudi Red Crescent Authority**. The protocol-based model used within the clinic ensures that students receive consistent, evidence-based clinical instruction aligned with both national priorities and international EMS practice models (e.g., Maryland EMS).

Beyond technical skill development, the clinic plays a **strategic role in the operation and quality assurance of the EMS academic program**. It provides a controlled setting in which faculty can **formally evaluate student performance**, identify areas for improvement, and implement formative feedback before students' progress to live field internships. This staged progression—simulation to clinic to field—is fundamental to achieving the **Student Minimum Competency (SMC)** thresholds required by accrediting bodies and licensing authorities.

Moreover, the clinic serves as a critical **bridge between theory and practice**, integrating classroom knowledge with real-world applications in a low-risk, high-feedback environment. This integration enhances student confidence, improves patient safety awareness, and ensures that PSCEMS graduates meet the highest

standards of emergency care delivery. The data generated through clinical training—such as skill success rates, procedural volumes, and leadership readiness—also informs broader institutional quality improvement initiatives.

In summary, the PSCEMS Clinic is not a supplemental facility but a **central pillar in the college's academic model**. Its contribution to student development, competency verification, and structured program delivery makes it indispensable to the success of the Bachelor of Science in Emergency Medical Services program.

12. Faculty and Administrative Staff at PSCEMS: Pillars of Program Excellence

12.1 Faculty and administrators

The operation and success of the Emergency Medical Services (EMS) program at **Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS)** are sustained by a highly qualified and deeply committed team of **faculty members** and **administrative professionals** who work in concert to uphold academic standards, ensure institutional efficiency, and foster a productive educational environment.

The college currently hosts a distinguished academic workforce comprising **47 faculty members**, representing a broad range of expertise in emergency medicine, clinical education, critical care, anatomy and physiology, pharmacology, and EMS leadership. These faculty members not only serve as instructors but also function as curriculum developers, academic advisors, clinical supervisors, and scholarly contributors. Many are actively engaged in research, curriculum review, and continuing professional development. Their diverse backgrounds and field experience enable them to deliver a robust curriculum that integrates theoretical knowledge with practical application, fully aligned with the standards of the **Saudi Commission for Health Specialties (SCFHS)** and international EMS frameworks.

In parallel, PSCEMS is supported by a dedicated administrative body consisting of **male and female administrative staff**. These professionals manage the daily administrative operations necessary for the college's sustainability and effectiveness. Their responsibilities span a wide range of functions, including admissions and registration, records and documentation, student affairs, finance, IT support, procurement, facility operations, scheduling, and external coordination. Their proactive support ensures that the faculty and students operate within a well-organized, responsive, and resource-rich academic environment.

Both faculty and administrative teams play a central role in **institutional governance through their active participation in college-level committees**. Faculty members often chair or serve on academic committees such as the Curriculum Development Committee, Quality Assurance Committee, Research and Ethics Committee, and Academic Accreditation Committee. Through these bodies, they contribute to strategic planning, policy development, learning outcomes assessment, and continuous improvement initiatives. Meanwhile, administrative staff are integral to the operational side of these committees, ensuring accurate documentation, implementation of decisions, data collection, and follow-up on action items.

One of the distinguishing features of PSCEMS is the **synergy between its academic and administrative units**, reflecting a culture of shared governance and cross-functional collaboration. For instance, in the Student Affairs Committee, faculty advise on academic advising and mentorship, while administrative staff handle communications, track student engagement, and support logistics for events and interventions. Similarly, in accreditation and quality initiatives, administrative staff collect and organize institutional data while faculty ensure compliance with academic and clinical standards.

In conclusion, the faculty and administrative personnel at PSCEMS are not only service providers within their respective domains but **strategic partners in advancing the college's mission**. Their integrated efforts contribute directly to the delivery of a high-quality EMS education program, effective student support systems, and a culture of accountability and excellence—solidifying the college's standing as a leading institution in emergency medical sciences in Saudi Arabia and the region.

اسم عضو هيئة التدريس باللغة العربية	القسم الاكاديمي	الرتبة العلمية	التخصص
أ.د أسامة بن عبدالحليم سمرقندي	العلوم الأساسية	أستاذ	معلوماتية التمريض
أ.د ضيف الله بن مناحي الرزيني	الخدمات الإسعافية	أستاذ	إدارة الرعاية الصحية
أ.د سلطان بن محمد الغدير	العلوم الأساسية (متعاون)	استاذ	الزمالة في العلاجيات - الطوارئ و العناية الحرجة
الأساتذة المشاركين			
د. سامية بنت طراد العنزي	كلية العلوم الطبية	أستاذ مشارك	الكيمياء الحيوية الاكلينيكية
د.عبدالمجيد بن محمد المبرد	الخدمات الإسعافية	أستاذ مشارك	بورد طب الطوارئ و زمالة الخدمات الطبية الطارئة
د.احمد بن معيوض الوذيناني	الخدمات الإسعافية	أستاذ مشارك	الادارة والسياسات الصحية بالخدمات الطبية الطارئة
د. صقر بن محمد الثنيان	الحوادث والإصابات	أستاذ مشارك	بورد طب الطوارئ و زمالة التعليم الطبي
د. رياض على الحازمي	الخدمات الاسعافية	أستاذ مشارك	الصحة والسلامة المهنية
د. أمل بنت فهد الشمري	قسم الإسعاف الجوي و البحري	أستاذ مشارك	علم المناعة الاكلينيكية
الأساتذة المساعدين			
د.عبدالله بن محمد العبيد	الحوادث والإصابات	أستاذ مساعد	الحوادث والاصابات
د.عهود سعود الحميدان	الخدمات الاسعافية	أستاذ مساعد	الأحياء الدقيقة و الأمراض المعدية
د.محمد بن عبدالرحمن أبا حسين	الخدمات الاسعافية	أستاذ مساعد	إدارة الطوارئ و الكوارث و الجاهزية
د.مهرمس بن مستور العطياني	الخدمات الإسعافية	أستاذ مساعد	إدارة الطوارئ و الكوارث و الجاهزية
د.عبدالعزيز أحمد العميري	العلوم الأساسية	أستاذ مساعد	التشريح البشري
د يوسف عبدالعزيز الماجد	العلوم الأساسية	أستاذ مساعد	التشريح البشري
د.عاصم بن عبدالعزيز النجادي	الإسعاف الجوي البحري	أستاذ مساعد	الرعاية الحرجة
د. عبدالله غيثان القرني	الحوادث والإصابات	استاذ مساعد	الحوادث والاصابات
د. محمد فهد آل قبقب	العلوم الأساسية	أستاذ مساعد	التعليم الطبي
د. ماجد عبدالله القحطاني	العلوم الأساسية	أستاذ مساعد	التعليم الطبي
د. فرحان عايد العنزي	العلوم الأساسية	أستاذ مساعد	علم وظائف الأعضاء
د. نايف صلحي القرشي	الحوادث والإصابات	أستاذ مساعد	الحوادث والاصابات
المعيدين والمحاضرين			
أ.احتشام احمد شريف	الخدمات الاسعافية	محاضر	طب الأسرة و إدارة الكوارث
أ.طارق بن حسن الشهراني	الخدمات الإسعافية	محاضر	إدارة الطوارئ و الكوارث والجاهزية + زمالة الخدمات الطبية الطارئة

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أ. وليد بن مسامح العازمي	العلوم الاساسية	محاضر	إدارة الطوارئ و الكوارث و الجاهزية
أ. مصعب زايد الحارثي	الحوادث والإصابات	محاضر	علوم القلب والأوعية الدموية
أ. رشيد بن هاني بن جميل مختار	الحوادث والإصابات	محاضر	علم الإصابات
أ. ريان بن علي الخليفي	الإسعاف الجوي البحري	محاضر	الرعاية الحرجة
أ.احمد بن عطاء الدايس	الخدمات الإسعافية	محاضر	إدارة الطوارئ و الكوارث و الجاهزية
أ.عبدالكريم بن ناصر القحطاني	الخدمات الإسعافية	محاضر	الصحة العامة
أ.نواف بن عبدالله اليقمي	الخدمات الإسعافية	محاضر	إدارة الطوارئ و الكوارث و الجاهزية
أ.عبدالله بن عبدالعزيز الغامدي	الخدمات الإسعافية	محاضر	إدارة الطوارئ و الكوارث و الجاهزية
أ. يوسف عايض العتيبي	الخدمات الإسعافية	محاضر	الممارسة الاسعافية المتقدمة
أ. معاذ مبارك العبيداء	العلوم الأساسية	محاضر	علم القلب والأوعية الدموية
أ. عبدالله علي الرميح	العلوم الأساسية	محاضر	علم القلب والأوعية الدموية
أ. عدنان عطيه الزهراني	العلوم الأساسية	محاضر	الصحة النفسية في الخدمات الطبية الطارئة
أ. عبدالله مبارك عبدالله مبارك	العلوم الأساسية	معيد	الصحة العامة
أ. رائد فهد الجليفي	العلوم الأساسية	محاضر	التعليم الطبي
أ. محمد سمير المبيض	الإسعاف الجوي البحري	محاضر	العناية الحرجة
أ. محمد بن عادل الجنوبي	الإسعاف الجوي البحري	محاضر	العناية الحرجة
أ. يزيد بن فهد سنبل	الإسعاف الجوي البحري	محاضر	العناية الحرجة
أ. صقر عايد الحربي	الحوادث والإصابات	معيد	علم الإصابات
أ. عبدالرحمن محمد الحناكي	الحوادث والإصابات	محاضر	الحوادث والاصابات
الباحثين			
رائب احمد ابوزيد	العلوم الاساسية	باحث	تمريض صحة المجتمع
احمد اظهار الدين	عام	باحث	طب عام
امجد خان		باحث	علوم الحاسب

12.2 program committees

PSCEMS operates through a network of specialized academic and administrative committees that govern every aspect of program delivery, infrastructure, quality assurance, innovation, training, and strategic alignment. These committees' function under the supervision of the college dean and vice deans, and play an essential role in ensuring the program meets national and international standards.

Core Committees and Their Roles:

1. **Academic and Career Advising Committee**
   Guides students academically and professionally; provides individualized support and mentoring.
   Impact: Enhances student progression, retention, and readiness for EMS careers.
2. **Field Training Committee**
   Oversees clinical and field internship activities in alignment with national competency standards.
   Impact: Ensures readiness of students for real-life EMS scenarios and licensure requirements.
3. **Facilities, Infrastructure, and Labs Development Committee**
   Recommends upgrades to physical and technological infrastructure.
   Impact: Enhances teaching, simulation, and student experience environments.
4. **Investment, Entrepreneurship, and Innovation Committee**
   Encourages applied innovation and partnerships with EMS-related ventures.
   Impact: Supports student innovation, research translation, and industry collaboration.
5. **Space and Classroom Utilization Committee**
   Manages space allocation for teaching and student services.
   Impact: Optimizes classroom scheduling and lab access.
6. **Permanent Committee for Medical Technology Innovation**
   Reviews proposals and supports integration of emerging EMS technologies.
   Impact: Keeps the program at the forefront of EMS simulation and digital tools.
7. **Supervisory Committee for the Business Unit**
   Oversees continuing education, community engagement, and service-based training units.
   Impact: Extends the college's societal role and sustainability.
8. **Supreme Committee for Student Training (Male and Female)**
   Strategic oversight for all student training operations.
   Impact: Guarantees parity, safety, and strategic alignment of clinical training.

9. **Employee Performance Monitoring Committee**
   Tracks administrative and technical staff performance and HR compliance.
   Impact: Maintains accountability and efficiency in administrative functions.
10. **Global Benchmarking and International Reference Committee**
    Identifies and benchmarks with top international EMS programs.
    Impact: Drives curriculum modernization and global recognition.
11. **Artificial Intelligence in EMS Committee**
    Explores the role of AI in education, simulation, and clinical analytics.
    Impact: Embeds cutting-edge innovation in the EMS academic model.
12. **Assessment and Examinations Committee**
    Designs and reviews student evaluations and final exam policies.
    Impact: Ensures fair, valid, and reliable assessment of competencies.
13. **EMS Olympiad Committee**
    Organizes academic and clinical competitions.
    Impact: Promotes excellence and competitive learning among students.
14. **Learning Outcomes Measurement Review Committee**
    Evaluates PLOs and CLOs and aligns them with course content.
    Impact: Ensures academic effectiveness and accreditation compliance.
15. **Quality Management System Development Team**
    Prepares documentation for ISO and NCAAA quality standards.
    Impact: Builds a culture of continuous improvement and institutional quality.
16. **Standards Committee for Program Re-accreditation**
    Leads the college's preparation for external programmatic reviews.
    Impact: Ensures sustained compliance and program re-accreditation readiness.

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Together, these committees form a **comprehensive governance structure** that enables PSCEMS to operate with academic integrity, administrative efficiency, and strategic foresight. Their collaborative efforts ensure that the EMS program remains:

- Aligned with national and international standards
- Student-centered and competency-driven
- Technologically advanced and future-ready
- Institutionally accountable and academically excellent

13. EMS Student ~~activities~~ Activities

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~~13.~~14. Introduction

The Student Activities Unit is one of the core pillars of university life. It aims to create a dynamic and engaging environment that empowers students to express their talents and develop their skills across a variety of domains. The unit focuses on holistic student development by organizing a wide range of cultural, athletic, social, and recreational programs and events. These initiatives foster teamwork, leadership, and creativity, and contribute to shaping a confident and positive generation capable of meeting future challenges.

Vision

To cultivate a well-rounded and distinguished student generation that upholds core values, develops leadership and creativity skills, and achieves academic and personal success while serving the community.

Mission

To provide a supportive and stimulating learning environment through diverse extracurricular activities that enable students to explore their talents, strengthen their sense of teamwork, and foster a spirit of belonging.

Objectives

- Highlight and support students' efforts and talents.
- Promote values of loyalty and national pride.
- Create volunteer opportunities for male and female students to engage in college activities.
- Strengthen the connection between the college and the community.

~~14.~~15. Student EMS club

The **Emergency Medical Services (EMS) Student Club** at Prince Sultan bin Abdulaziz College for Emergency Medical Services (PSCEMS) serves as an integral part of the student experience and extracurricular development. The club plays a dynamic role in fostering leadership, social responsibility, volunteerism, and a strong sense of community among EMS students. It is officially recognized and supported by King Saud University, and operates in alignment with the university's goals for student engagement and national development initiatives, including the health promotion objectives of **Saudi Vision 2030**.

The EMS Student Club provides a structured environment for students to participate in meaningful **co-curricular activities**, including community outreach, health awareness campaigns, emergency preparedness workshops, and university-wide events. Its goal is to develop a generation of EMS professionals who are not only clinically competent, but also **socially conscious and community driven**.

Over the past four years, the EMS Student Club has earned recognition as the **"Best Health College Student Club"** at King Saud University—an achievement that reflects the club's sustained excellence in programming, innovation, and student participation.

The club is organized into four key committees:

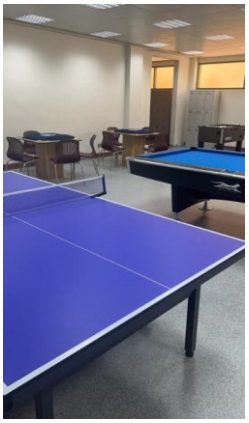
1. **Events Committee** – Plans and executes educational, social, and community service events, such as CPR training, emergency simulations, and health fairs.
2. **Reports Committee** – Documents volunteer hours, attendance, and impact data, supporting the club's transparency and effectiveness in meeting its objectives.
3. **Finance Committee** – Oversees budgeting and expenditure planning in accordance with university financial procedures, ensuring sustainability and accountability.

4. **Media Committee** – Leads all marketing, social media presence, and digital documentation, enhancing visibility and student outreach.

Participation in the club is formally recognized through the **Maharat (Skills) Record**, where students log volunteer work and event contributions—providing a valuable portfolio for employment and postgraduate applications.

The club also encourages students to assume leadership roles, collaborate across academic departments, and apply classroom knowledge to community-centered initiatives. Through the club, students build confidence, strengthen soft skills, and develop lifelong habits of civic engagement.

In summary, the EMS Student Club is a cornerstone of student life at PSCEMS. It plays a strategic role in enriching the educational experience, fostering holistic student development, and connecting the college to the broader community through purposeful engagement and leadership.



~~15.~~16. Academic regulations

For detailed information on student grievance handling, academic advising, and psychological services, please scan the barcode on section 10.

~~15.1~~16.1 Student Rights and Responsibilities

The Student Rights and Responsibilities Regulations serve as a formal document that outlines the **entitlements and obligations** of university students. It ensures that students are treated with fairness, dignity, and respect, while also holding them accountable for their behavior, academic integrity, and contributions to the university environment.

These regulations aim to foster a balanced academic experience built on mutual trust between students and the institution.

-**Key Rights of University Students:**

- **Academic Rights:**
  - Access to clear course objectives, grading criteria, and syllabi at the beginning of each course.
  - Fair and transparent evaluation of academic performance.
  - The right to object to unfair grading through a structured appeal process.
- **Advisory and Administrative Support:**
  - Access to academic advising and personal guidance services.
  - The right to be informed of administrative procedures and university policies.
- **Respect and Fair Treatment:**
  - The right to be treated with respect and without discrimination based on gender, ethnicity, or background.
  - Protection of privacy and confidentiality in academic and personal records.
- **Participation and Expression:**

- Freedom to participate in student activities, clubs, and associations within university guidelines.
- The right to express opinions respectfully without fear of retaliation.

-**Key Responsibilities of University Students:**

- **Academic Integrity:**
  - Commitment to honesty in exams, research, and assignments (no cheating or plagiarism).
  - Regular attendance and active participation in classes.
- **Ethical Conduct:**
  - Respect for university values, faculty, staff, and fellow students.
  - Responsible use of university resources and facilities.
- **Compliance with University Regulations:**
  - Adherence to rules regarding student conduct, dress code, and appropriate behavior.
  - Fulfillment of all administrative and financial obligations.
- **Community Engagement:**
  - Contribution to a positive academic environment.
  - Respect for cultural and societal values in all university settings.

For more information regarding the student rights (in Arabic), scan the barcode below:

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~~15.2~~16.2 The study regulations and exams

The study exam regulations at King Saud University (as outlined in the university's academic and assessment regulations) establish the rules governing final exams, scheduling, student attendance, makeup exams, and grading mechanisms. These rules are designed to maintain fairness, academic integrity, and the quality of learning outcomes.

Key Regulations:

- **Final Exam Timing:**
  - Final exams are scheduled based on the official university calendar.
  - No student may be required to take more than two exams on the same day unless permitted by the university president or delegate.
- **Exam Duration and Format:**
  - The maximum exam duration is **three hours**.
  - For multi-section courses, **standardized final exams** must be used, developed jointly by the instructors.
- **Student Attendance:**
  - Students must attend **at least 75%** of classes to qualify for the final exam. Falling below this threshold results in automatic **denial from the exam** and a failing grade (DN).
- **Missed Exams:**
  - A student who misses the final due to a valid excuse can submit a **makeup exam request** within **one week**.
  - The **makeup exam** must be conducted before the end of the next academic term and must be approved by the college council.
- **Grading and Records:**
  - Grades are based on **coursework and final exams**, with a clear calculation mechanism approved by department councils.
  - Final and coursework grades must be recorded according to official timelines.

- **Exam Management:**
  - A **college-level exam committee**, chaired by the Dean, oversees final exams.
  - Instructors must submit questions and answer keys to their department at least **two days before** the exam.
- **Exam Conduct:**
  - Students arriving **more than 30 minutes late** are denied entry.
  - Leaving the exam room is not allowed **before half the time has passed**.

For more information regarding the study regulations and exams (in Arabic), scan the barcode below:

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~~15.3~~16.3 The Student Conduct and Discipline Regulations

The Student Conduct and Discipline Regulations outline the behavioral expectations, rights, responsibilities, and disciplinary procedures applicable to all students at **King Saud University**. These regulations aim to foster an academic environment grounded in mutual respect, ethical behavior, and adherence to the university's values and policies.

They serve to **preserve academic integrity**, maintain order on campus, and ensure that students represent the university in a dignified and responsible manner both on and off campus.

Key Summary Points:

- **Scope of Application:**
  - Applies to all students enrolled in undergraduate and postgraduate programs, including those on internships or university-sponsored activities inside or outside the Kingdom.
- **Student Obligations:**
  - Respect university laws, Islamic values, public order, and moral conduct.
  - Preserve university facilities and refrain from acts of vandalism or misuse.
  - Refrain from behaviors that harm the reputation of the university.
- **Violations Include:**
  - Academic dishonesty (e.g., cheating, plagiarism, falsification of data).
  - Disruptive conduct in classrooms, labs, or university events.
  - Possession or distribution of prohibited materials or substances.
  - Harassment, threats, or verbal/physical abuse toward students, faculty, or staff.
  - Misuse of technology, including violations of cybersecurity or IT systems.
- **Disciplinary Penalties May Include:**
  - Verbal or written warnings.
  - Temporary suspension from classes or exams.
  - Academic probation or denial of university services.
  - Dismissal from the university for major violations.

- **Appeals Process:**
  - Students have the right to submit a written appeal to the appropriate committee within a specified timeframe.
  - Final decisions are made by designated disciplinary authorities in accordance with due process.
- **Committees & Jurisdiction:**
  - The **Student Disciplinary Committee** is responsible for reviewing infractions and recommending disciplinary actions.
  - Some decisions may require approval from higher university administration depending on severity.

- **For more information regarding Student Conduct and Discipline Regulations, scan the barcode below:**

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~~16.~~17. Forms and surveys

All forms and surveys related to program quality assurance are accessible through barcode below

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