



The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	Teaching and training in nursing (Theory)
2	Course number	0701723
3	Credit hours (theory, practical)	3 theory
	Contact hours (theory, practical)	3 per week
4	Prerequisites/corequisites	None
5	Program title	MS.c. in Nursing
6	Program code	
7	Awarding institution	The University of Jordan
8	Faculty	Faculty of Nursing
9	Department	Maternal Child Health Nursing Department
10	Level of course	Elective
11	Year of study and semester (s)	Fall 2016/17
12	Final Qualification	MS.c. in Nursing
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Date of production/revision	4/9/2016

16. Course Coordinator:

Dr. Areej Othman, R.N, PhD.
 Office number and Tel: Second Floor (no. 206),
 Office Hours: By Appointment
 Phone number: 06-5355000. Ext. 23186
 Email and Website: a.othman@ju.edu.jo

17. Other instructors:

None

18. Course Description:

In this course, the emphasis will be on educational aspect of critical care and adult health nursing as an aspect of nursing practice. The students will develop instructional design as related to the educational needs of the patient and his family and to teach the patient how to care for himself. Emphasis will be on teaching and training other nursing personnel in the area of critical care through the use of instructional design. Emphasis will be on utilizing a comprehensive instructional process.

<p>A- Aims: The course aims at introducing the graduate students to the basic teaching / learning concepts and the instructional design process to be utilized in health education. The steps of the instructional process will be discussed and reviewed with special emphasis in building the graduate nursing students abilities in analyzing and applying the steps of the instructional process in designing, planning, and implementing a learning situation selected by the students.</p>
<p>B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to ...</p>
<p>1. Knowledge and Understanding</p>
1.1. Define basic teaching learning terminology.
1.2. Identify the components of a learning event.
1.3. Discuss the sequences of events in learning.
1.4. Identify 8 out of 9 types of learning according to Gagne's.
1.5. Discuss the general process of creating effective instruction
1.6. Identify the components that are crucial to consider when planning effective instruction.
1.7. List the major steps in the instructional design process.
1.8. Explain the major steps in the instructional design process.
1.9. Identify in what ways the subject content items can be organized.
1.10. List the levels of bloom's taxonomy of the cognitive domain, psychomotor, and affective domains.
1.11. Identify the criteria for teaching strategy selection according to different approaches used.
1.12. Summarize the advantages and disadvantages of each teaching/learning strategy.
1.13. List at least 3 out of 5 purposes for using learning resources.
1.14. Identify different evaluation methods used in instructional design process.
1.15. Define E-learning according to its uses in learning programs.
1.16. Identify at least three benefits, of e-learning as promoted in educational programs.
1.17. Discuss the role of nurse educator in clinical area.
1.18. Discuss accreditation and quality issues in education.
<p>2. Intellectual Analytical and Cognitive Skills</p>
2.1. Analyze the major factors affecting learning and teaching in general, and in critical care setting.
2.2. Examine the relationship between curriculum building and instructional design process
2.3. Examine all the major components of instructional design development.
2.4. Analyze the concept and process of need assessment to meet the educational need of clients and \ or health care providers.
2.5. Examine the need to consider the characteristics of learners in the instructional design process.
2.6. Analyze the major differences between a topic and a task.
2.7. Organize the topics and tasks for a specific nursing education program.
2.8. Perform a task analyses for a specific task required for an educational program.
2.9. Examine the major components of learning objectives correctly.
2.10. Analyze how instructional design models can help meet the learning need of clients and \ or health care providers.
2.11. Clarify the importance of support services as a step in the instructional design process.

2.12.Examine the evaluation strategies that could be utilized in evaluating an achievement of the learning objectives.
3. Subject/ Specific/ Practical Skills
3.1. Apply the need assessment process and setting goal, identifying constraints and priorities to a given situation.
3.2. Write topics list for an instructional program in nursing.
3.3. Write task list for an instructional program in nursing.
3.4. Write a purpose for a selected topic and a task.
3.5. Write objectives for an instructional design program utilizing the major steps of writing learning objectives correctly.
3.6.Apply at least one type of the teaching strategy for a chosen learning event.
3.7.Apply at least one type of the learning resources for a chosen learning event.
3.8.Utilize the instructional support services when designing an instructional design program for different participants.
3.9.Write an instructional plan to exchange knowledge, skills, and attitudes in nursing utilizing the major steps of the instructional process.
3.10.Evaluate an instructional design model of your choice.
3.11.Develop an instructional design appropriate to a specific population of learner whether in relation to health education programs or training programs for health care providers
3.12.Apply the major steps of the instructional process to a learning situation of your choice.
3.13. Critique an instructional design process to a selected program or course of your choice.
4. Creativity /Transferable Key Skills/Evaluation
4.1. Formulate instructional programs for diverse population using the instructional design process as framework.
4.2. Demonstrate competence in teaching skills when educating different clients at different settings.
4.3. Perform the role of a graduate nurse in planning and implementing an instructional process.
4.4. Act as a patient educator in the clinical setting.

20. Topic Outline and Schedule:

1.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Introduction and course overview	Wk. 1 7/9/2016	Areej Othman			
Overview of teaching and learning. Over view of learning theories The relationship between curriculum building and instructional design process	Wk. 2 21/9/2016	Areej Othman	1.1, 1.2, 1.3,1.4, 1.9, 2.1. 2.2	First Exam	Reference: 2 Chapter 1& 3 Beddome, G. Budgen, C; Hills, M, Lindsey, A; Duval M; and Szalay, L. (1995). Education and practice collaboration: A strategy for curriculum development. <u>Journal of nursing education</u> 34 (1), 11-15.
The instructional design process: an overview of Kemp Model	Wk. 3 28/9/2016	Areej Othman	1.5,1.6,1.7,1.8,2.3, 3.1, 3.9	First Exam	Reference: 1 Ch 1
Identifying the need for instruction	Wk. 4 5/10/2016	Areej Othman	2.4, 2.10, 3.1, 3.9, 4.1	First exam Final Exam, presentation, Written project	Reference: 1 Ch 2
Learner and contextual analysis: Characteristics of learners & learning Style,	Wk. 5 12/10/2016	Areej Othman	2.5, 3.9, 4.1	First Exam, presentation, Written project	Reference: 1 Ch 3 Reference 2: chapter 4
Intended learning outcomes & Learning objectives/ Topics, Tasks, Subject Content, Tasks Analysis,	Wk. 6 19/10/2016W	Areej Othman	1.9, 1.10, 2.6, 2.7, 2.8, 2.9, 3.2, 3.3, 3.4, 3.5, 3.9, 4.1	Final Exam, presentation, Written project	Reference: 1 Ch 4, 5 Reference 2: chapter 10

Teaching \ learning Strategies	Wk. 7 26/10/2016		1.11, 1.12, 3.6, 3.9, 4.1, 4.2	Final Exam, presentation, Written project	Reference: 1 Ch 6,7 Reference 2: chapter 11
Mid Term Exam	Wk. 8 2/11/2016		1.1, 1.2, 1.3,1.4, 1.9, 2.1, 2.2, 1.5,1.6,1.7,1.8,2.3, 3.1, 3.9, 2.4, 2.10, 3.1, 3.9, 4.1, 2.5.		All required references as Above
Instructional Resources Teaching \ learning support services	Wk. 9 9/11/2016		1.13, 3.7, 3.9, 4.1 2.11, 3.8, 3.9, 4.1 1.15, 1.16, 1.17	Final Exam, presentation, Written project	Reference: 1 Ch 8, 9 Reference 2: chapter 12-14
Evaluation of learning	Wk. 10 16/11/2016		2.12, 3.9, 3.10, 3.13, 4.1	Final Exam, presentation, Written project	Reference: 1 Ch 11,12 2: chapter 15
Distant learning	Wk. 11 23/11/2016				
Literacy in the Adult Patient Population Gender, Socioeconomic, and Cultural Attributes of the Learner	Wk. 12 30/11/2016		2.5, 3.9, 4.1		Reference 2: ch 7& 8
Accreditation & Quality issues course review and evaluation & Review	Wk. 13 7/12/2016	Dr. Areej Othman	1.18		Al-Batsh, W. 2010. Higher Education Institutions Expert's Guide for Quality Assurance Procedures in Jordan. Higher Education Accreditation Commission. Jordan.
Class work on projects and project is due	Wk 14 14/12/2016				
Continuing education: A CNS experience	Wk. 15 21/12/2016	Dr. Nadin Abdel Razeq			

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:
The course integrates Students presentation with discussion sessions. Students are encouraged to be self-directed. Guidance will be provided for students in preparing for presentations .
In addition during the course the following strategies will be utilized

1. Presentation
2. Brainstorming
3. Role - Plays
4. Group work/ Discussion

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Assessment	Weight	ILOs	Description	Due Date
Presentation	15%	1.1- 1.9, 2.1-2.7, 3.1-3.4	Design & Implement a presentation to class	According to the course calendar
Written Project	20%	All ILOs	Design an instructional program for patient (s)	Week 14 th
Midterm Exam	25%	1.1, 1.2, 1.3,1.4, 1.9, 2.1, 2.2, 1.5,1.6,1.7,1.8,2.3, 3.1, 3.9, 2.4, 2.10, 3.1, 3.9, 4.1, 2.5.	Essay questions utilizing an application and synthesis approach. Multiple choice questions	Week 8 th
Final Exam	40%	All ILOs	Essay questions utilizing an application and synthesis approach. Multiple choice questions	Week 16 th according to the University Calendar
Total	100%			

23. Course Policies:

A- Attendance policies:

- a. Students must attend all classes of this course.
- b. Any student with absence of 15% of the classes of any course will not be illegible to sit for the final exam and will be given the university zero (F grade) in this course.
- c. In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- d. Students are not allowed to come late to classes. Any student coming later than 30 minutes will not be allowed to attend the class and he/she will be marked absent.

B- Absences from exams and handing in assignments on time:

1. **Exams:**
 - a. Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.

- b. Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally A student who is late more than 10 minutes will not be permitted to sit the exam (first, second or mid exams).
- c. A student who is late more than 30 minutes will not be permitted to sit to final exam, and no student will be permitted to leave the exam setting before the elapse of 30 minutes.
- d. Make up for final exams with accepted excuses usually are scheduled to be conducted during the first two weeks of the successive semester. it is the student responsibility to follow adds and be informed about the makeup exam.

2. Assignments & Projects:

- Written project should be submitted to the faculty member on the due date. Zero mark will be given for late submissions unless the student has an acceptable excuse approved by the instructor of the course.

C- Health and safety procedures:

1. According to University regulations.

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

Cheating: Cheating is an attempt to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.
- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism, which means presenting another person's work or ideas as one's own, without attribution.
- Using any media (including mobiles) during the exam.

E- Grading policy:

A grade of (C+) is the minimum passing grade for the course.

Grade	Grade Points
A	4
A-	3.75
B+	3.5
B	3
B-	2.75
C+	2.5
C	2
C-	1.75
D+	1.5
D	1
D-	0.75
F	zero

F- Available university services that support achievement in the course:

- Faculty members website

G: other policies

Audio recording of classes without faculty/ teacher permission is not an acceptable practice; students should seek permission and clearly declare their attempt of recording. Failure to comply with this policy is an unethical conduct and such incidents are subject to investigation.

24. Required equipment:

1. Power point
2. Boards
3. Books & Articles

25. References:

A- Required book (s), assigned reading and audio-visuals:

- 1- Morrison, Ross, Kalman and Kemp (2011). *Designing Effective Instruction*. 6th Edition. John Wiley & Sons, INC.,
- 2- Bastable, S. B. (Ed.). (2011). *Nurse as educator: Principles of teaching and learning for nursing practice*. Jones & Bartlett Learning.

B- Recommended books, materials, and media:

1. Active Learning. Center for Academic Excellence Website.
2. Abu-Moghli FA, Khalaf IA, Halabi JO, Wardam LA. 2005. [Jordanian baccalaureate nursing students' perception of their learning styles](#). *Int Nurs Rev*. 52(1):39-45.
3. [Akhtar-Danesh N, Baxter P, Valaitis RK, Stanyon W, Sproul S](#). 2009. Nurse Faculty Perceptions of Simulation Use in Nursing Education. [West J Nurs Res](#). 2009 Jan 27. [Epub ahead of print].
4. Alkhasawneh IM, Mrayyan MT, Docherty C, Alashram S, Yousef HY. 2008. [Problem-based learning \(PBL\): assessing students' learning preferences using VARK](#). *Nurse Educ Today*. 28(5):572-9.
5. Al-Batsh, W. 2010. Higher Education Institutions Expert's Guide for Quality Assurance Procedures in Jordan. Higher Education Accreditation Commission. Jordan.
6. Beddome, G. Budgen, C; Hills, M, Lindsey, A; Duval M; and Szalay, L. (1995). Education and practice collaboration: A strategy for curriculum development. [Journal of nursing education](#) 34 (1), 11-15.
7. Bernier, M., Sanares, D., Owen, S., and New house. 2003. Preoperative teaching and values in a day surgery setting. [AORN Online](#).
8. Bevis, E.M. (1989). [Curriculum building in nursing](#). (4 rd. Ed). St. Louis The C.V. Mosby Company.
9. Bevis, E.O and Watson, J (1989). [Toward a caring curriculum: A new pedagogy for nursing](#). New York: NLN publication.
10. Bradley C, Erice M, Halfer D, Jordan K, Lebaugh D, Opperman C, Owen KL, Stephen J. 2007. [The impact of a blended learning approach on instructor and learner satisfaction with preceptor education](#). *J Nurses Staff Dev*. 23(4):164-70.

11. Burrell. T. (1988). Curriculum design and development: A procedure manual for nurse educators. Prentice Hall International: UK.
12. Burruss NM, Billings DM, Brownrigg V, Skiba DJ, Connors HR. 2009 Jan-Feb. [Class size as related to the use of technology, educational practices, and outcomes in Web-based nursing courses](#). J Prof Nurs. 25(1):33-41.
13. Callister LC, Khalaf I, Keller D. 2000. [Cross-cultural comparison of the concerns of beginning baccalaureate nursing students](#). Nurse Educ. 2000 Nov-Dec;25(6):267-9.
14. [Cleary M, Freeman A](#). 2005. Self-directed learning and portfolio development for nurses: developing workbooks as a facilitative tool. [Contemp Nurse](#). 2005 Sep; 20(1):14-20.
15. Chang WY, Hsiao Sheen ST, Chang PC, Lee PH. 2008. [Developing an E-learning education programme for staff nurses: processes and outcomes](#). Nurse Educ Today. 28(7):822-8.
16. Detornyay, R. and M. Thompson (1982). Strategies for teaching nursing. 2nd Ed New York: John Wiley.
17. Ellis, J and Hartle9 C (2001). Nursing in today's world.5th edition chapter (6) Educational preparation for Nursing. Philadelphia Lippincott.
18. [Ferguson LL](#). Writing learning objectives. 1998. [J Nurs Staff Dev](#).14(2):87-94.
19. [Hao AT, Chang HK, Chong PP](#). 2006. Mobile learning for nursing education. [AMIA Annu Symp Proc](#). 2006;;943.
20. Hills, M; Lindsey, A; Chisamore, M; Smith, J; Abbott, K; and Chalmers, J. (1994). University College Collaboration: Rethinking curriculum development in nursing education. [Journal of Nursing Education](#), 33 (5), 220-225.
21. Kimeldorf, M. (1995). Teaching online. Techniques and methods. [Learning and Leading with Technology](#), Sep, 26-31.
22. Khalaf, I, Abu-Moghli FA. 2013. Institutionalization of Quality Management in Higher Education in Jordan. British Council/Jordan.
23. [Parrott EG](#). 1989. The move to criterion-referenced testing. Can Nurse. Nov; 85(10):25-6.
24. Lane, J, Gottlieb, P. (2000). Structured clinical observations: A method to teaching clinical skills with limited time and financial resources. [Pediatrics](#), April.
25. [Levett-Jones T, Lathlean J, Higgins I, McMillan M](#). 2009. Staff-student relationships and their impact on nursing students' belongingness and learning. [J Adv Nurs](#). 2009 Feb; 65(2):316-24.
26. Lindeman, C (2000). The future of nursing education. [Journal of nursing](#).
27. Lunday, k., Winer, W., Batchetor, A. (1999). Developing clinical learning sites for undergraduate nursing student. [AORN Online](#), July.
28. Muilenburg, L, and Berge, Z. (2001). [A framework for designing questions for online learning](#). [http: www.emoderators.com/moderators/muilenburg.html](http://www.emoderators.com/moderators/muilenburg.html).
29. Nelson, F. (1999). Using adult learning principles for perioperative orientation program. [AORN Online](#), Dec.
30. [Pratt DD, Boll SL, and Collins JB](#) (2007). Towards a plurality of perspectives for nurse educators. [Nurs Philos](#). 2007 Jan; 8(1):49-59.
31. [Saunders RB](#). 2003. Constructing a lesson plan. [J Nurses Staff Dev](#). 2003 Mar-Apr;19(2):70-8; quiz 79-80

32. Sheila, V., Good row, B and Duggins, B (1996): A community-Based learning Experience. Nurses Educator, 21(5), and 32-34.
33. Suliman WA, Halabi J. 2007. [Critical thinking, self-esteem, and state anxiety of nursing students](#). Nurse Educ Today. 27(2):162-8. Epub 2006 Jul 20.
34. The Active learning site- workshops. [http://www.active learning site.com/work.htm](http://www.activelearning.site.com/work.htm).
35. Tiwari, A., and Lai Patric. 2002. Promoting nursing students critical thinking through problem-based learning. [http// www.ecu.edu.au/conferences](http://www.ecu.edu.au/conferences).
36. Zahran, Z. (2012). Nurse education in Jordan: history and development. *International nursing review*, 59(3), 380-386.
37. Van Ort, S.R., & Putt, A.M (1985). Teaching in collegiate schools of Nursing. Boston: Little, Brown and Co.
38. Ward, R., and Saylor, C. 2002. Nursing school curricula and hospital based training programs. AORN Online.

*** Please note to bring the latest edition available in the country for any book listed. In addition students are required to locate current references in relation to their topics.**

26. Additional information:**Class Presentation:**

The Purpose of this assignment is to meet the purpose of this course i.e. self-directed learning. Each Student will be responsible for preparing one topic related to the content of the course. The student will be fully responsible to cite the literature relevant to the topic the objectives, outline and readings will be due one week before the presentation. So the other students will be able to prepare for the discussion. Each student is expected to come prepared to discuss reading for each class.

**University of Jordan
Faculty of Nursing
Teaching and training in nursing
Student Presentation Evaluation Form (15 points)**

Presenter Name:**Topic:****Date:**

Area to be Evaluated:	0	1	2
1. Demonstrates breadth of reading and depth of understanding of the topic Comments:			
2. States objectives clearly Comments:			
3. Presents background information for ideas Comments:			
4. Critiques and analyses, not just summarizes, ideas and arguments Comments:			
5. Organizes presentation; presentation is given in a sequential, logical manner. Comments:			
6. Utilizes appropriate teaching strategies.			
7. Utilizes relevant audiovisual materials to meet individualized learning needs and stimulate audience Comments:			
8. Paces presentation appropriately, speeds presentation was appropriate for complexity of the material. Comments:			
9. Encourages and involves class members' thought and participation Solicits and responds constructively to class members opinions Comments:			
10. Answered questions effectively Comments:			
11. Speaks clearly and is heard throughout the room. Comments:			
12. Summarizes main points at end of presentation/discussion Comments:			
13. Utilized time effectively Comments:			
14. Well-prepared for the presentation. Comments:			
15. Overall impression of the presentation			
Total:			

Written project:

The purpose of these assignments is to prepare a patient education program. The first part of the semester the emphasis in class will be on acquisition of instructional design skills. Simultaneously, the student will begin work on his/her project using the guidelines learned in class. As the project progresses it is likely that more class time will be spent discussing your progress and problems with your individual projects. Hopefully this feedback from other members of the class will help to improve your project.

The paper is due on the 14th week of the semester it should be typed and not more than 12 pages following APA writing style, for writing the course syllabus you are required to following framework:

1. **The rationale for choosing the program and the audience.**
2. **The educational model which is appropriate to your program**
3. **The Learning need assessment of the program / priorities and constraints**
4. **A description of your target group (the learners' characteristics).**
5. **The general goals for the program**
6. **The outline of the program / Topics & Tasks**
7. **The purposes for the topics / Tasks**
8. **According to your number in group select each member a topic and design the following**
 - a. **The objectives in behavioral / Student Learning Outcomes -Specific Objectives terms (for each topic chosen from the program)**
 - b. **How you will organize the content.**
 - c. **The tasks & and task analysis for one task done by all the group members.**
 - d. **The active strategies of teaching and learning you may use for each objective and why.**
 - e. **The instructional recourses used for each objective and why**
 - f. **Develop an instrument to evaluate achievement of the learning objectives.**
9. **Teaching & Learning Strategies for the program in general**
10. **The Learning Resources for the program in general**
11. **Program evaluation for the program in general**
12. **The support services for the program**
13. **Reference you used.**

*** Develop instructional resources for one of the lesson plan you designed.**

**The University of Jordan
Faculty of Nursing
Teaching and training in nursing
Instructional Design Project
Evaluation Form**

1. Student Names:----- Course Name: -----
 2. -----
 3. -----
 4. -----

Section		Possible Points	Your Points
1. Program Introduction	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	02	
2. The rationale for choosing the program and the audience	<ul style="list-style-type: none"> • Logical 	03	
3. The educational model which is appropriate to your program	<ul style="list-style-type: none"> • Logical 	03	
4. The Learning need assessment of the program	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	05	
5. Priorities and constraints	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	05	
6. A description of your target group (the learners' characteristics/ style).	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	05	
7. Program description / Goal	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	04	
8. The outline of the program/ Topics & Tasks	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	02	
9. Program Learning Outcomes/ The purposes for the topics / Tasks purposes	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	05	
10. According to your number in group select each member a topic and design the following:			
11. The objectives in behavioral / Student Learning Outcomes - Specific Objectives terms (for each topic chosen from the program)	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	10	

12. Content Organization	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • Is the content planned for each objective -- necessary and sufficient to teach the skill 	04	
13. The Task analysis	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical 	05	
14. Learning activities/teaching strategies	<ul style="list-style-type: none"> • Instructional activity is clearly related to the outcome(s) identified for course. • Instructional activity is appropriate for the target student population. • Instructional activity promotes mastery of concept(s) or content of the course. • Instructional activity involves students' participation. 	05	
15. Learning resources/instructional materials:	<ul style="list-style-type: none"> • Instructional support materials are clearly related to the outcome(s). • Instructional support materials are appropriate for the target student population. • Instructional support materials promote mastery of concept(s) or content of the course. • Instructional support materials are free of grammatical errors and communicate in simple, clear, positive language. 	05	
16. The instrument to evaluate achievement of the learning objectives	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	05	
17. Teaching & Learning Strategies for the program in general	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	03	
18. The Learning Resources for the program in general	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	03	

19. The support services for the program	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	05		
20. Program evaluation for the program in general	<ul style="list-style-type: none"> • Complete • Following the criteria • Logical • 	05		
21. Designing the learning resources	<ul style="list-style-type: none"> • Clear • Following the criteria 	05		
22. References	<ul style="list-style-type: none"> • Recent • Cited correctly according to APA 	01		
23. Creativity	<ul style="list-style-type: none"> • Creativity 	05		
24. Program in General	<ul style="list-style-type: none"> • Program follows guidelines and framework provided and discussed in the class. • Program clear • Program identifies learning resources for the program and their locations. • Program is free of grammatical errors and communicates in simple, clear, positive language. 	05		
25. Total		100		

Name of Course Coordinator: Not Applicable Signature: ----- Date: -----

Head of curriculum committee/Department: Dr

Signature: -----

Head of Department: Dr

Signature: -----

Head of curriculum committee/Faculty: Dr Signature: -----

Dean:

Signature: -----

Copy to:

Head of Department
Assistant Dean for Quality Assurance
Course File

