

**The University of Jordan**

**Accreditation & Quality Assurance Center**

**COURSE Syllabus**

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| **1** | Course title | Public Health Nursing |
| **2** | Course number | 0701915 |
| **3** | Credit hours (theory, practical) | 3 credit hours (Theory) |
| Contact hours (theory, practical) | 3 credit hours (Theory) |
| **4** | Prerequisites/corequisites | -- |
| **5** | Program title | PhD. in Nursing |
| **6** | Program code | -- |
| **7** | Awarding institution | The University of Jordan |
| **8** | Faculty | School of Nursing |
| **9** | Department | Graduate Studies |
| **10** | Level of course | Graduate level |
| **11** | Year of study and semester (s) | 2016/2017 Second semester |
| **12** | Final Qualification | Ph.D. |
| **13** | Other department (s) involved in teaching the course | -- |
| **14** | Language of Instruction | English |
| **15** | Date of production/revision | January 10th, /2017 |

16. Course Coordinator:

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| Faculty Member: Mahmoud Alhussami, Ph.D., DSc.  Office Hours: 11-12 Monday & Wednesday or by appointment  Office Location and Tel: School of Nursing, First Floor. 23138  Email and Website: Email: [m.alhussami@ju.edu.jo](mailto:m.alhussami@ju.edu.jo)  Academic website: <http://eacademic.ju.edu.jo/m.alhussami/default.aspx>  E-Learning website: <https://elearning.ju.edu.jo/> |

17. Other instructors:

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| *Office numbers, office hours, phone numbers, and email addresses should be listed.* |

**18. Course Description:**

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| This course prepares students to focus on populations, individuals, groups and families and their indoor, workplace, and outdoor environment to improve the overall health of communities. Students are prepared in program planning, implementation, and evaluation. Community health principles form the basis for instructing individual, families and other groups regarding disease prevention, and health promotion.  This course is a survey of major topic areas of environmental health, concerns including pollution of air, water, food and radiation; pesticides. The course will cover interpretation and evaluation of risk assessments in environmental health, occupational health; disaster; adolescents and school health. It will examine sources, routes, media, and health outcomes associated with biological, chemical and physical agents in the environment. It will also cover how the agents affect disease, water quality, air quality, and food safety in community and occupational settings. |

19. Course aims and outcomes:

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| A- Aims:  The primary focus of this course is on the preparation of doctoral students to   1. Provide the opportunity to assess the health needs of selected families in the community with selected health promotion and health maintenance needs. 2. Describe steps and procedures for the planning, implementing and evaluating public health nursing programs and interventions. 3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision making in public health nursing. 4. Develop a logic model for use in program development, implementation, and evaluation. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health nursing program. 6. Differentiate the purposes of formative, process, and outcome evaluation, and explain how findings from each are used. 7. Collaboratively assess individual, organizational, and community concerns and resources for public health nursing programs.   B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to … |
| 1. Knowledge and Understanding |
| 1.1. Understand the history and evolution of public health nursing. |
| 1.2. Define public health nursing. |
| 1.3. Identify the different public health roles in health promotion. |
| 1.4. Identify the different areas and foci of environmental health |
| 1.5. Identify various sources and types of contaminants and in which ways these affect human health. |
| 1.6. Define the major sources of biological, chemical and physical agents found in water, air, soil, and food. |
| 1.7. Understand environmental and health effects of Pesticides |
| 1.8. Understand issues, needs, and communication with adolescents |
| 1.9. Understand sources, effects, and ways of prevention and protection of radiation. |
| 1.10. Identify occupational diseases, and ways to prevent hazards in the work place. |
| 2. Intellectual Analytical and Cognitive Skills |
| 2.1. Discuss some topics related to public health. |
| 2.2. Develop critical skills and knowledge in environmental health to be able to function as part of an environmental health team. |
| 2.3. Communicate clearly an understanding of environmental health problems based on scientific principles. |
| 2.4. Discuss the primary health care, primary care, and school health. |
| 2.5. Discuss importance of environmental health in maintaining a healthy community. |
| 2.6. Discuss components of primary health care. |
| 3. Subject/ Specific/ Practical Skills |
| 3.1. Develop competency in analyzing causes of environmental and occupational health issues. |
| 3.2. Characterize target populations exposed to hazardous agents. |
| 3.3. Describe methods used to detect, manage, control, or remove health hazards. |
| 3.4. Apply health education programs to control communicable diseases. |
| 3.5. Relate concepts of global community to public health settings. |
| 4. Creativity /Transferable Key Skills/Evaluation |
| 4.1. Apply principles of preventing communicable & non communicable diseases. |
| 4.2. Relate public health measures to reduce global warming. |
| 4.3. Apply principles of health promotion at public care settings. |
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20. Topic Outline and Schedule:

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Topic** | **Week** | **Instructor** | **Achieved ILOs** | **Evaluation Methods** | **Reference** | | * **Course Syllabus Orientation.** * **Introductions to and Overview of Texts.** * **Review of Course Assignments.** * **Selection of chapter sections for analysis and presentation.** | Week 1 | Dr. Mahmoud | Course Overview | Course Overview | Course Overview | | * **An overview of the public health nursing.** * **The nature of public health nursing practice.** * **Historical Development of Public Health Nursing.** * **Components of Public Health Nursing.** | Week 2 | Dr. Mahmoud | 1.1; 1.2 | Professor Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **The Context of Primary Healthcare**    1. The changing context of service provision.   2. The primary care vision of the next decade.   3. Declaration of Alama-Ata.   4. Primary Health Care vs. Primary Care. | Week 3 | Dr. Mahmoud | 2.4; 2.6 | Professor Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **School Health Practices**   1. School health overview.   2. Components of school health program.   3. Problem of school age children. | Week 4 | Assigned student | 1.8; 2.4 | Student Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **Occupational Health**   1. Evolution of Occupational Health   2. Work-Related Health Problems: Life expectancy.   3. Environmental Work Factors.   4. Occupational Health Problems in Jordan.   5. Occupational Health Programs.   6. Role of the Occupational and Environmental Health practitioner. | Week 5 | Assigned student | 1.3; 1.10; 3.2; 3.4.; 3.5; 4.2 | Student Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **Environmental Health and Safety: example of camp lifestyle (crowdedness).** * **Evolution of Environmental Health.** * **Major Global Environmental Concerns;**    1. Water pollution   2. Food pollution   3. Air pollution   4. Radiation, Pesticides & Waste disposable | Week 6 | Assigned student | 1.4; 1.5; 1.6; 1.7; 1.8; 2.2; 2.3; 3.1; 3.2 | Student Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **Major Communicable Diseases in Jordan: Prevention & Control** * **Global Issues in Communicable Disease Control**   1. Infectious Diseases   2. Contagious Diseases | Week 7 | Assigned student | 1.6; 3.4; 4.1 | Student Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | **Midterm Exam** | Week 8 |  |  |  |  | | * **Climate Change**   1. Overview   2. Causes of climate change.   3. Evidence and analysis.   4. The effects of climate change.   5. Solutions   "Book Chapter Paper Due" | Week 9 | Assigned student | 2.1; 4.2 | Student Presentation  Midterm Exam  Final Exam  Case Study Analysis |  | | * **Health Promotion**   1. Overview   2. The Ottawa Charter for Health Promotion.   3. Principles and Practice of Health Promotion.   4. Core competencies | Week 10 | Assigned student | 3.1; 4.3 | Student Presentation  Midterm Exam  Final Exam |  | | * **Women's Health**   Physical Factors:   * 1. Heart disease   2. Mental health   3. Osteoarthritis   4. Stress   5. Pregnancy   Behavioral Factors   1. Alcohol and Drug Abuse   Sociocultural factors:   1. Unequal power relationships between men and women; 2. Social norms that decrease education and paid employment opportunities; 3. Poverty; 4. An exclusive focus on women’s reproductive roles; and    1. Potential or actual experience of physical, sexual and emotional violence | Week 11 | Assigned student | 2.1; 3.5 | Student Presentation  Midterm Exam  Final Exam |  | | * **Societal Violence**   1. Definition of Societal Violence and its manifestations.   2. The Reasons of Societal Violence.   3. The Solutions of Societal Violence | Week 12 | Assigned student | 2.1 | Student Presentation  Midterm Exam  Final Exam |  | | Final Research Presentation  "Final Research PaperDue" | Week 13 | Assigned students |  | Student Presentation  Midterm Exam  Final Exam |  | | Final Research Presentation | Week 14 | Assigned Students |  | Student Presentation  Midterm Exam  Final Exam |  | | **Final Exams** | Week 15 |  |  | Student Presentation  Midterm Exam  Final Exam |  | |

21. Teaching Methods and Assignments:

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| Development of ILOs is promoted through the following teaching and learning methods:  This is a one-semester course that will utilize EXTENSIVE interactive lectures, active discussions, case studies analyses, worksheets, assignments, and individual and group efforts to attain the objectives. The use of whiteboard and markers for summarizing major points, audio visual aids including overhead and slide projectors, handouts when required, online records, and the internet would be invested. |

22. Evaluation Methods and Course Requirements:

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  | | --- | --- | --- | | **Requirement** | **Due date** | **% of final grade**  **(Must sum to 100%)** | | Book chapter paper and presentation | November 12, , 2017 | 15% | | Midterm Exam | Week 6th | 15% | | Class participation & attendance | All through the Course | 10% | | Final research paper & presentation | December 17th, 2017 | 20% | | Final Exam | To be Announced | 40% |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Percentage or points earned in class | ≥86 | 80-85 | 75-79 | 70-74 | 65-69 | 60-64 | ≤ 59 | | Letter Grade equivalent | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | | Grade Points | **4** | **3.75** | **3.5** | **3** | **2.75** | **2.5** | **F** | |

***Instructions for Assignments***

***Book chapter from assigned books*.** Each student will prepare a 3 page analysis/discussion of his/her designated book chapter(s) and prepare a presentation for the class. The following components should assist in analysis of the chapter(s): (1) Discuss the public health nursing topic you been assigned to it; (2) discuss how you might be able to relate and/or apply this context to the present situation in a national or international public health organization; (3) discuss your perspective regarding public health nursing; and (4) discuss how the concepts of the chapter might ensure that the organization you discussed moves toward a "learning organization."

Point distribution: paper = 10 points; Presentation = 5 points.

***Note: Students will present chapters on a weekly basis (as assigned) and facilitate class discussion. Paper due Week Nine*.**

**Student Presentation Evaluation Form (5 points)**

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

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| Area to be Evaluated: | 0 | 1 | 2 |
| 1. Demonstrates breadth of reading and depth of understanding of the topic |  |  |  |
| 1. Clarity of stated objectives |  |  |  |
| 1. Presents background information for ideas |  |  |  |
| 1. Critiques and analyses, not just summarizes, ideas and arguments |  |  |  |
| 1. Presentation was well organized and given in a sequential, logical manner, well-prepared for the presentation. |  |  |  |
| 1. Utilizes appropriate teaching strategies and audiovisual materials to meet individualize learning needs and stimulate audience |  |  |  |
| 1. Paces presentation appropriately, speeds presentation was appropriate for complexity of the material. |  |  |  |
| 1. Encourages and involves class members’ thought and participation Solicits and responds constructively to class members opinions |  |  |  |
| 1. Answered questions effectively |  |  |  |
| 1. Speech is clear and is heard throughout the room. |  |  |  |
| 1. Summarizes main points at end of presentation/discussion |  |  |  |
| 1. Utilized time effectively |  |  |  |
| 1. Overall impression of the presentation |  |  |  |
| Total: |  |  |  |

***Midterm:*** In-class essay based on class assignments/readings/discussions.

***Final Research Paper.*** Students will participate by contacting one of their Senators, House of Representatives member or Public Health Officials for an environmental statement or public health issue, and then write an in-depth paper (8-10 pages of text). The paper will include an introduction, review of related literature about the selected topic, methods, program contents as well as a discussion section. The purpose of the paper and statement of the problem are introduced, with background information substantiating the need for the work. It is essential to state why the problem is important to public health nursing. The literature review is related to the problem area. Relevant literatures from public health and related fields are reviewed to show awareness of knowledge in the area, and to demonstrate that the student has considered a range of possibilities for investigating the problem. The methods section must contains the population, settings, sample, program design, procedure, and instrumentations you are using. The content section contains the related program areas materials. The discussion section will address (1) how the reviewed topic contributes to the field of primary health care; (2) relates to the topics read and discussed in class; and (3) applies to one or more organizational settings, (4) Limitations, (5) as well as Evaluation.

**Paper is due to the professor no later than Week thirteen, 2017.**

Point distribution: literature review of the topic = 5 points; Discussion section = 5 points; Composition and APA = 5 points; Presentation = 5 points. Include a handout (one page outline or summary) for instructor and classmates.

***Some Examples of Public Health Nursing topics:***

* 1. Access to health care services.
  2. Global health.
  3. Injury and violence prevention.
  4. Medical product safety.
  5. Old adults.
  6. Physical activity and fitness.
  7. Public health infrastructure.
  8. Quality of life and well-being.
  9. Substance abuse.
  10. Prevention and control of non-communicable disease.
  11. Essential technologies for health.
  12. Reproductive health needs.
  13. Safe drinking water and sanitation.

***What areas of the work can I analyze?*** Critical analysis is a way of getting at the heart of the problem discussed. To this end, there are four broad areas that can be explored. Meaning, structure, style, background, and influences. There is usually overlapping among these, for example, in writing about point of view, you would emphasize its impact on both meaning and style. In discussing background and influences, you might emphasize how things seemingly extraneous to the work enable a fuller comprehension of meaning, structure and style.

***Manuscript Preparation.***The manuscript shall be typewritten double-spaced with 1" margins on all four sides. The pages are to be numbered consecutively, beginning with the first page of text. The page number should be centered in the 1-inch margin at the bottom of each page. The font for the type should be no larger that 12 point, no smaller than 10 point, a Helvetica type font is recommended.

***Text Requirements.*** The cover page should contain the title and author's names. The main text should begin on a separate page and be not less than 8 double-spaced pages, and no more than 10 double-spaced pages, excluding bibliographic references.

***Illustrations.***Each table, graph, figure, etc., to be part of the paper should be identified by an Arabic numeral, a title, and contain a legend describing abbreviations or any symbols used. Every figure and table must be cited in order of appearance. A concise heading describing the table's content should be supplied as a title. Tables should be self-explanatory and should supplement not duplicate text. Type all footnotes directly below the table and define abbreviations. Place explanatory matter in the footnotes, not in the heading. If the table, in full or in part, has been previously published, a footnote must give full credit to the original source.

***References.*** Students are responsible for the accuracy and completeness of references.

Manuscripts in preparation, personal communications, and other unpublished information should not be cited in the reference list but may be mentioned in the text in parentheses, with, when feasible, a note of approval from the source of the statement appended to the manuscript.

***Abbreviations, Symbols.*** Use only standard abbreviations or acronyms. The full term for which an abbreviation or acronym stands should precede its first use in the text unless the abbreviation is a standard unit of measurement. Place the abbreviation or acronym in parentheses after the first mention of the full term.

***Note: The paper must follow the Publication Manual of the American Psychological Association format. Each student will make a presentation of his/her paper during one of the last 3 class sessions.***

**Criteria for Paper**

Papers will be read and graded by the instructor. The paper grade will be derived from the following criteria:

* Topic and format selection,
* Review of the literature,
* Quality of analysis,
* Quality of discussion/conclusions, and
* Quality of paper.
  + Topic and format selection (2 points)
    - Originality and creativity.
    - Level of difficulty.
    - Focused and feasible.
  + Review of the literature (4 points)
    - Accuracy of citations.
    - Currency of citations.
    - Comprehensive.
    - Resourceful.
  + Quality of analysis (3 points)
    - Accuracy of synthesis of findings.
    - Use of appropriate analytic techniques.
    - Critical analysis of statistical data found.
  + Quality of discussions/conclusions (4 points)
    - Demonstrates logical thought
    - Accurate interpretation of results.
    - Recognizes limitations of study or studies
    - Sensitive to impact of bias.
    - Able to extrapolate results of studies.
  + Quality of paper (2 points)
    - Clarity of writing.
    - Organization
    - Adherence to format and style requirements.
    - Grammatically and typographically correct.
    - Publication quality.

**Participation and Educational Guidelines:**

Each student must recognize that he/she bears the primary responsibility for his/her education. Classroom participation provides an opportunity to both refine your thinking and to practice expressing your ideas. Students are expected to prepare for lectures by reading the assigned materials and reviewing relevant materials. It is assumed that students will have read and thought about assigned materials before class. That is, you should at least have skimmed through them even if you don't understand them. Having documents for the session will be very helpful in following along with the material that is taught in the course. An internet access is highly encouraged.

Students are expected to attend all classes and ask questions as necessary. Successful learning in this course depends upon regular reading, studying, and class attendance. Absenteeism and missing sessions may hurt you significantly if you do not keep pacing with the course materials.

The discussions will be utilized in this course extensively. A constructive contribution helps to move the discussion forward. NONE will be penalized for floating an idea that others debunk. I encourage you to think critically, to challenge your classmates without showing disrespect, and to put forward your own ideas for consideration by others.

**Bonuses will be given as per faculty for outstanding participants.**

Students are encouraged to seek faculty assistance when they are having difficulty with content or with a specific skill. Seek help early. Don’t wait until you are too deeply in trouble to bail yourself out. Office hours are listed above and I am also available only in appointments. Just because you can doesn’t mean you should, invest your braining. Students are encouraged to talk with faculty on an individual basis if they want to explore specific content in more depth than is possible in class.

**Exam Review Guidelines:**

Following each exam, a careful item analysis and critique will be conducted by the faculty for each exam question. This in-class exam review will be conducted during the first 10-15 minutes of the class day following receipt of the exam analysis. At this time, each item will be reviewed and the correct answer/rationale will be given. Any discussion or debate about exam questions will not be entertained during the review time. Students having further questions following the exam review may direct their question to the instructor at office hours or at a mutually agreed upon time.

23. Course Policies:

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| A- Attendance policies:  Attendance is expected. Arrival on time is expected. Students who miss more than three class sessions with or without excuse will be dismissed from the course automatically. (See the university policies regarding absence).  B- Absences from exams and handing in assignments on time:  Students unable to take a scheduled exam are expected to inform the instructor within 3 days and make arrangements for a make-up one. Make ups will be given only to students who have notified the instructor and set up an alternate time. Any missed exam will result in a grade of zero for that particular examination type.  C- Honesty policy regarding cheating, plagiarism, misbehaviour:  Work submitted to the course instructor is assumed to be an expression of original ideas by the student. All students in this course are expected to adhere to university standards of academic integrity. Appropriate citation of the intellectual property of other authors is expected. Cheating, plagiarism, and other forms of academic dishonesty will neither be accepted nor tolerated. This includes, but is not limited to, consulting with another person during an exam, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification.  D. Submitting Papers and Communications:   * Contact by an email is highly encouraged and preferred. * Other than contacts by an email, contacts should take place during announced office hours and/or ONLY by appointment. * Contact on phones, preferably office number, also is welcomed during working hours. * Any submitted paper should be edited for grammar, punctuation, clarity, and spelling. A percentage of the points for the papers will be allocated to format, spelling, and grammar. I will return written comments on papers submitted traditionally. For papers that received electronically, *I will return them electronically with embedded comments.* * You may submit assignments in several ways: * Traditional paper format. Please make sure the document is stapled or clipped. * Via e-mail attachment. Document may be in Word, Word Perfect, Adobe, or Zip format. Please make sure you have virus checked your file. Any papers sent in the body of an e-mail will be returned to you. * To help assure good communications, when you send email messages or turn in papers electronically, please label the **subject** and **attachments** clearly and properly in this format: *Course Name* ("LM" is enough), *Contact Issue*, *Your Last Name and First Initial.* * Being not adherent to this format will render your email out of consideration. You are solely responsible to do so.   D- Grading policy:  A grade of (C+) is the minimum passing grade for the course.   |  |  | | --- | --- | | **Grade Points** | **Grade** | | 4 | A | | 3.75 | A- | | 3.5 | B+ | | 3 | B | | 2.75 | B- | | 2.5 | C+ | | 2 | C |   F- Available university services that support achievement in the course:   * Faculty members website * E-Learning website |

24. Required equipment:

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| * Audio-Visual Aids * Faculty member’s Website * E-Learning Website |

**25. References:**

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| 1. **Required book (s), assigned reading and audio-visuals:**   *Stanhope, M. & Lancaster, J. (2016). Public Health Nursing: Population-Centered Health Care in the Community, 9th Edition. St Louis, Missouri, USA: ELSEVIER*  *Diem, M. & Moyer, A. (2015). Community and Public Health Nursing, 2 end, Edition. Toronto, Canada: Canadian Scholars' Press.*  *Porche, D. (204). Public and Community Health Nursing Practice. London, UK: SAGE Publications, Inc*  *Publication manual of the American Psychological Association.* (6th ed.). (2010). Washington, DC: American Psychological Association.   1. **Recommended books, materials, and media:**   *Bernard,J. and Turnock,H. (2007).Essentials of Public Health,2nd Edition, California: Jones & Bartlett.*  *Bomar, P.J. (2004).Promoting Health In families: Applying Family Research and Theory to Nursing Practice, 3rd (Ed), Philadelphia: W.B.Saunders.*  *Spradley, B. and Allender, J. (2005). Community Health Nursing: Promoting and Protecting the Public's Health, 6th (Ed), Philadelphia: Lippincott Williams & Wilkins.* |

26. Additional information:

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Name of Course Coordinator: Dr. Mahmoud Al-Hussami Signature: Mahmoud Alhussami Date: January 22ND, 2017

Head of curriculum committee/Department: ------------------------- Signature: ---------------------------------

Head of Department: ------------------------- Signature: ---------------------------------

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

Dean: ------------------------------------------- -Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File