

1	Program Title	Doctor of Philosophy in Nursing	
2	Program Code		
3	Awarding Institution	The University of Jordan	
4	Level of Study	Graduate	
5	Final Qualification	Doctor of Philosophy in Nursing Degree	
6	Faculty	Faculty of Nursing	
7	Department		
8	Other Department(s) involved in teaching the program	All department	
9	Mode of Attendance(e.g., full time)	Full time	
10	Duration of the Program	Four Years	
11	Credit hours/ contact hours	54 credit hours	
12	Language of Instruction	English	
13	No. and date of approval by the Ministry of Higher Education		
14	No. and date of national accreditation of the program	8	
	Program capacity of students/ year		
	Other accreditations of the program		
15	Date of production/revision	2017-2018	
16	No. of current students	58	
17	Program Director (name, phone numbers & email)	Prof. Ayman Mansour-5355000 (23110) nur.vicedean@ju.edu.jo	

18. Background to the program and subject area:

The purpose of the Doctor of Philosophy in nursing program is to prepare nursing researchers and scholars to explore, develop, and move forward the scientific body of knowledge in nursing practice, administration/management, and education. Students will develop critical and analytical skills from in-depth study of advanced nursing, social, and behavioral sciences. They will learn to synthesize information from a range of sources (for example published literature, health statistics, national and local policy documents) to enable them to generate new ideas and make an original contribution to nursing knowledge.

Developments in nursing science and health care will emerge from research. Dissertation research will prepare graduates to expand knowledge and advance professional practice to the frontiers of nursing. Graduates of the program will use innovative thinking to develop research questions, and will select and apply appropriate research methods to solve problems empirically, thereby expanding the evidence base of nursing.

The program will develop in its students a range of specific and transferable skills which will be required by leaders of the nursing profession in public and private health care organizations, and to make a major contribution to health care policy development, education, research, and administration.

19. Vision and Mission statements of the program:

Vision:

To prepare graduates able to generate and disseminate knowledge and assume leadership role locally, regionally and internationally in the area of nursing education, research, and community services.

Mission:

The PhD Program at the School of Nursing provides advanced knowledge and encourages traditional and non-traditional creative activities, to enhance graduates research-based knowledge and theories in their roles as researchers, educators, and administrators/managers

20. Reasons behind developing this program:

This first nursing doctoral program in Jordan is developed on a national level and based on the following rationale:

1. The scope and diversity of nursing practice has changed over recent years. Health care has become more complex and nurses now have a pivotal role. The program will prepare graduates to make informed judgments on these complex issues and to undertake research and development at an advanced level, thereby contributing substantially to the development of new techniques, ideas, or approaches.
2. As the PhD program in nursing will be the first in Jordan, it is specifically designed to meet the needs of Jordanian society and neighbouring countries within the global context.
3. In light of the enormous number of nurses in Jordan and the region with baccalaureate and master degrees, there is a need to provide advanced educational opportunities at the doctoral level for those who have the ambition and the potential to become leaders of the nursing profession to meet the challenges in health care system.
4. Given the considerable expense of sponsoring students from Jordanian Universities to pursue their higher studies overseas, there are strong economic and manpower reasons for delivering a nursing PhD program in Jordan. Having a doctoral program in Jordan will alleviate the psychosocial and financial burden on the enrolled students and their families necessitated by studying overseas.

21. Program aims:

The Doctoral aims to prepare nurses to assume leadership roles in health institutions, policy analysis, policy making, and academic sectors. Prepare Graduate scholar able to enhance health and lives of people in Jordan as well as people in the region. Through achieving the following goals:

1. Create, interpret and test new knowledge, through conducting original research to extend the forefront of nursing.
2. Examine the nature of philosophical inquiry for nursing theory, practice, and research.
3. Recognize social, cultural and political issues related to the student's area of scholarship.
4. Apply theoretical and empirical knowledge through systematic analysis, critique, and synthesis to improve the nursing discipline.
5. Utilize advanced information technology in learning and teaching processes, research, and practice.
6. Provide leadership in ethical, legal, and socio-cultural issues for the improvement of nursing practice and health care delivery.
7. Collaborate in the development and/or implementation of health policy locally, nationally, and internationally.

22. Program Intended Learning Outcomes:

It is expected that the program will provide opportunities for students to develop and demonstrate knowledge and understanding, skills and other properties in the following fields:

At the successful completion of this program the student should be able to:

1. Generate and create nursing knowledge through different philosophical, theoretical, and methodological approaches.
2. Test nursing and health theories for improving the quality of nursing care and promoting and maintaining individuals, families and communities health
3. Demonstrate leadership in advancing nursing discipline and health care delivery system at the national, regional and international levels.
4. Evaluate the role of policy in health care delivery system and propose policy modification strategies.
5. Appraise the principles of ethics in research, education, and community service.
6. Justify, design and develop innovative strategies in nursing education.
7. Adapt evidence-based approach into practice, education, community service, and policy.
8. Demonstrate competency in verbal and written communication skills.
9. Write thesis and scientific reports to a professional standard that build up knowledge in nursing discipline and other related health sciences
10. Publish research article in a scientific peer reviewed journal

23. Entrance Requirements

- Master degree in Nursing with Good GPA
- The First Priority: Master in Nursing
- The second Priority: BSc nursing graduate holding Master degree in Health specialties not exceeding 10% of admission

24. Teaching, learning and assessment methods:

Development of the learning outcomes is promoted through the following teaching and learning methods:

- Group Discussion
- Reading assignments
- Written assignments
- Student Presentations
- Interactive lectures
- Guest speakers
- Use of electronic resources

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

- Participation
- Student presentation
- Written assignments
- Exams

25. Reference points:

The learning outcomes have been developed to reflect the following points of reference:

The learning outcomes have been developed to reflect the following points of reference:

- Accreditation and Quality Assurance Commission for Higher Institutions/ Manual of Quality Assurance Standards for Nursing and Midwifery Program in Jordan (2016)
- Jordanian Nursing Council (JNC) Professional Standards of Nursing Practice (2008), and Jordanian Nursing Council (JNC) National Standards and Core Competencies for Registered Nurse (2016).
- General Educational Objectives of Professional Nursing Education: The World Health Organization East Mediterranean Regional Office (EMRO) (1998)
- International Council for Nurses (ICN) Framework of Competencies for the Generalist Nurse (2008)
- The American Association of Colleges of Nursing (AACN) The Essentials of Master Degree Education for Professional Nursing Practice (2008)

26. Four prestigious universities have the same programme

- Case Western Reserve University in Ohio, USA
- Felician College, in New Jersey, USA
- Brigham Young University on Utah, USA
- Charles Darwin University in Sidney, Australia
- University of British Columbia in Vancouver, Canada
- Glasgow Caledonian University in Scotland, UK.

27. Program regulations:

Regulations concerning the program. Can include a link to such detailed regulations.

Attendance policies:

- A. Attendance policies: Attendance is mandatory but in the event of an emergency, call or email the instructor within 48 hours. Unexcused absences may result in a failed grade.
- B. Absences from exams and handing in assignments on time: Handled on a case by case basis providing the student has communicated the rationale for the absence/tardiness. 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
- C. Health and safety procedures: University protocol is to be followed in the event of an emergency.
- D. Honesty policy regarding cheating, plagiarism, misbehavior. Doctoral students are expected to refrain from these behaviors; the consequence potential course expulsion.
 - Copying from another student's work.
 - Using materials not authorized by the institute.
 - Plagiarism which means presenting another person's work or ideas as one's own, without attribution.

E- Grading policy:

A grade of (B-) is the minimum passing grade for the course.

28. Study plan:

First: General Rules & Conditions:

1. This plan conforms to valid regulations of the programs of graduate studies.
2. Specialties of Admission:
 - The First Priority: Master in Nursing
 - The second Priority: BSc nursing graduate holding Master degree in Health specialties not exceeding 10% of admission
3. Admission Policy
 - First Policy

Second: Special Conditions:

- None.

Third: Study Plan: Studying (54) Credit Hours as following:

1. Obligatory Courses (21) credit hours:

Course No.	Course Title	Credit Hrs	Theor y	Practical	Pre/Co-requisite
0701901	Philosophy of Nursing Science	3	3	-	-
0701904	Nursing Theories	3	3	-	-
0701920	Advanced quantitative research	3	3	-	-
0701921	Advanced statistical analysis	3	3	-	-
0701922	Measurement in Nursing Research	3	3	-	-
0701923	Advanced qualitative research	3	3	-	-
0701924	Health Policy	3	3	-	-

2. Elective Courses (15) Credit Hours: from the following:

Course No.	Course Title	Credit Hrs	Theor y	Practical	Pre/Co-requisite
0701911	Health Informatics	3	3	-	-
0701913	Special Topics in Nursing	3	3	-	-
0701915	Public Health Nursing	3	3	-	-
0701925	Advanced Leadership in Health care	3	3	-	-
0701926	Clinical Trials	3	3	-	-
0701927	Nursing in global context	3	3	-	-
0701928	Context of chronic illnesses	3	3	-	-
0701929	Nursing education and curriculum development	3	3	-	-
0701930	Quality management of health care institutions	3	3	-	-
0701931	Seminars in nursing research	3	3	-	-
0801928	Multivariate Analysis	3	3	-	-

3. Pass the qualifying exam (0701998).

4. Thesis: (18) Credit hours (0701999)

29. Field Experience:

Description, timing and number of credit hours:

Nil

30. Project/research:

Description, timing and number of credit hours:

Thesis: (18) Credit hours

31. Program Learning Outcome Mapping Matrix

Learning outcome Course code	PL O 1	PL O 2	PLO 3	PLO 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10
Philosophy of Nursing Science			*	*	*					
Nursing Theories				*			*		*	
Advanced quantitative research				*			*		*	
Advanced statistical analysis			*	*						
Measurement in Nursing Research							*		*	*
Advanced qualitative research							*		*	
Health Policy					*	*			*	*
Health informatics								*		
Special topics in Nursing										*
Public Health Nursing			*		*		*		*	
Advanced Leadership in Health care					*	*				
Clinical Trials									*	
Nursing in global context				*		*				
Context of chronic illnesses										
Nursing education and curriculum development			*	*		*		*		
Quality management of health care institutions					*	*				*
Seminars in nursing research							*		*	
Multivariate Analysis							*		*	

32. Student development over the course of study

PhD Graduates till 2017

Total	Jordanian			Non-Jordanian		
	Total	Female	Male	Total	Female	Male
79	71	41	30	8	5	3

Total Number of Students

Total	Jordanian			Non-Jordanian		
	Total	Female	Male	Total	Female	Male
58	47	29	18	11	4	7

33. Educational facilities and support for the program teaching-learning process

a- Facilities and laboratories (include name of lab, its area and student's capacity):

The SON training laboratories prove to be a rich practice learning environment for students to meet the program outcomes and student ILOs. Seven nursing training labs are located at the second floor of Health Halls Complex next to the SON building. A description of each lab as follow:

Training labs: Seven nursing training labs are located at the second floor of Health Halls Complex (a detailed description of each lab is discussed in section 5.3). The training labs are:

1. *Child Health Care Lab (1):* Capacity: 15-20 students, Area: 75 m².
2. *Foundation of Nursing Lab (2):* Capacity: 15-20 students, Area: 75 m².
3. *Physical Assessment Lab (3):* Capacity: 15-20 students, Area: 75 m².
4. *Adult lab (4):* Capacity: 15-20 students, Area: 75 m².
5. *Maternity Health Lab (5):* Capacity: 15-20 students, Area: 63 m².
6. *Computer simulation lab (6):* Capacity: 15-20 students, Area: 63 m².
7. *Critical Care and Simulation Lab (7):* 15-20 students, Area: 126 m².

1. *Child Health Care Lab (1):* This laboratory is designed to help the students achieve the following:

- Enable student to a systematic method of assessing the health status of a child.
- Help the student to gain skills to perform comprehensive nursing care for the child in laboratory setting.
- Enable the student to practice different procedures for the child such as dressing, vital signs, urinary catheterization, gastric gavage and lavage, administration of medication.

2. *Fundamental of Nursing Lab (2):* This laboratory is designed to help the students achieve the following:

- Enable the student to provide nursing care in simulated situations to apply standard nursing care.
- Demonstrate and performing selected nursing skills in simulated laboratory.
- Enable the student to practice different procedures such as dressing, vital signs, urinary catheterization,

gastric gavage and lavage, administration of medication.

3. *Physical Assessment Lab (3)*: This laboratory is designed to help the students achieve the following:

- Enable student to apply a systematic method of assessing the health status of an adult.
- Help the student to gain skills to perform comprehensive Physical Assessment for each system of an adult in laboratory simulation setting.
- Identify common abnormal findings of health assessment and physical Assessment simulated situation.

4. *Adult lab (4)*: Capacity: This laboratory is designed to help the students achieve the following:

- Identify nursing care required for adult clients in selected simulated situations.
- Enable the student to apply standard nursing care on adults.
- Enable the student to practice different procedures such as (dressing, vital signs, oxygen therapy, urinary catheterization, gastric gavage and lavage, administration of medication, etc.).
- Enable student to train in laboratory simulated situation for Basic CPR Training course (adult).

5. *Maternity Health Lab (5)*: This laboratory is designed to help the students to enable the student to practice a serial of midwifery technique in simulated situation and laboratory setting such as:

- Diagnosis the stages of pregnancy
- Abdominal inspection, palpation and auscultation
- Breast examination (inspection and palpation)
- Delivery procedure
- Immediate infant care
- Vaginal examination
- Post-partum examination
- Intrauterine Device insertion.

6. *Computer simulation lab (6)*: This laboratory is designed to help the students achieve the following:

- Puts self-paced learning for the students by providing an interactive teaching tool.
- Helps the student to enhance critical thinking and problem solving abilities.
- Display professional behavior in simulated situations.
- Offering step-by-step instruction on commonly performed procedures.

7. *Critical Care and Simulation Lab (7)*: This laboratory is designed to help the students achieve the following:

- Basic CPR training course (adult)
- Advanced CPR training course (adult)
- First Aid training course (Casualty and trauma manikin).
- Physical examination course (simulation ECS METTI manikin) for undergraduate level.
- Physical examination course (simulation ECS METTI manikin) for graduate level.
- Maternity and child birthing simulation course (Computer interactive maternal and neonate simulator).
- Basic CPR Training course (infant).

- Advanced CPR Training course (infant).

Nurse students can have their training at various healthcare facilities including the Jordan University Hospital, the Ministry of Health facilities, Jordanian Royal Medical Services facilities, and various private healthcare facilities. Clinical training sites are selected to match student ILOs of the various courses and to support the achievement of BSc program outcomes. All clinical agencies are nationally accredited as services and teaching sites by the Jordanian Nursing Council (JNC), Jordanian Medical Council (JMC) and Health Care Accreditation Commission (HCAC). Each has its own quality improvement programs and patient-safety initiatives. As students progress throughout the curriculum, clinical sites and their patient acuities reflect increasing complexities of patient therapeutic nursing care needs. For example, during the second year, nurse students have their training in the general wards including medical wards, surgical wards, outpatient clinics, and day care clinics. On the other hand, during the third and fourth year, nurse students are introduced to some specialty environments and are challenged with higher patient acuities and loads such as emergency room, intensive care units, coronary care unit, and dialysis unit. Faculty members give support for students during their clinical experience to enhance students' learning and to facilitate students' transition to their professional role. The SON provides transportation for students to and from all training sites except for Clinical Nursing Training / Intense Clinical Training course .Table below shows the clinical agencies utilized for student learning experiences.

Usually, healthcare facilities are selected for student training based on the following criteria:

- Jordanian Nursing Council (JNC) criteria for clinical training sites for nursing students of BSc programs
- Compatibility between clinical site experience and course ILOs
- Enough number of patients available for nursing students
- Safe environments for students in clinical training
- A signed contract between the healthcare facility and the University/School

a- Supporting staff (include name, work place, position, specialty):

- **Graduate Studies Committee**

b- Tools and equipment:

No	Name of room	Number of seats	Size (M)	Facilities
1	Room (1)	40	6.20 X 7.60	Computer (PC) Screen Data show Whiteboard (1) Table & (1) Chair
2	Room (2)	40	6.20 X 7.60	Computer (PC) Screen Data show Whiteboard (1) Table & (1) Chair
3	Room (3)	52	6.20 X 7.60	Computer (PC) Screen

				Data show Whiteboard (1) Table & (1) Chair
4	Room (4)	52	6.20 X 7.60	Computer (PC) Screen Data show Whiteboard (1) Table & (1) Chair
5	Room (5)	40	6 X 6	Computer (PC) Screen Data show Whiteboard (1) Table & (1) Chair
6	Room (6)	35	7.80 x12.80	Computer (PC) Screen Data show Whiteboard Tables & Chairs
7	Room (7)	20	4.90 X 6.20	Computer (PC) Screen Data show Whiteboard Tables & Chairs
8	Ibn-Sina Auditorium	108	11.20 X 13.60	Computer (PC) Screen Data show Smart Screen (1) Table & (1) Chair
9	Al-Quds Auditorium	144	12 X 14.40	Computer (PC) Screen Data show Whiteboard (1) Table & (1) Chair
10	Rofayda Room	15	6 X 6.20	Computer (PC) Screen Data show Whiteboard Tables & Chairs

Computer Lab: a computer lab is located in the ground floor at the SON. It houses 12 desktops equipped with ADSL internet connection and one printer available for students' use during the regular operation hours from 8:00 to 16:00.

c- Faculty members:

Name	D.O.B	Nationality	Specialty & sub-specialty	University of graduation & Year of graduation (of most recent qualification)	Qualifications	Academic rank, date obtained and donor university	Course/s that will be taught
Fathieh Abu-Moghli	1956	Jordanian	Nursing Management and Leadership, Educational Management	Alexandria, Egypt 1991	PhD	Professor University of Jordan 2013	Graduate Courses: Specialized Nursing; roles and ethics Advanced Management and Leadership Policy and politics Interdisciplinary shared governance
Ayman M. Hamdan-Mansour	1971	Jordanian	Mental Health, Adolescent Health, Addiction	University of Pittsburgh 2004	PhD	Professor University of Jordan 2013	Graduate Courses: Stress and stress responses Research Methodology in Nursing Statistical Methods for Health Care Research Psychosocial Aspects of Critical Care Nursing I, II Psychosocial Aspects of chronic illnesses
Mahmoud Al-Hussami	1963	Jordanian	Management and Leadership Epidemiology	Barry University, Miami Shores, Florida. 2005	PhD	Associate Professor University of Jordan 2013	Graduate Courses: Advanced Research Methodology in Nursing

							Advanced Nursing Management and Leadership.
Waddah Mohammad D'emeh (Emergency Leave)	1975	Jordanian	Nursing Leadership	University of Southern Mississippi 2007	PhD	Associate Professor University of Jordan 2016	Graduate Courses: Specialized Nursing; roles and ethics Advanced Management and Leadership
Ali Moh'd Abdel Fattah Saleh	1976	Jordanian	Nursing Administration	University of Wisconsin-Milwaukee 2008	PhD	Associate Professor University of Jordan 2015	Graduate Courses: Specialized Nursing; roles and ethics Advanced Management and Leadership
Muayyad M. Ahmad	1963	Jordanian	Adult Health Nursing	Case Western Reserve, USA, 2000	PhD	Professor The University of Jordan, 2000	Graduate Courses: Health Assessment (Master) Scholarly Writing, for PhD students Advanced Methods for Nursing Research II: Measurement in Nursing Advanced Statistics for Nursing Research Statistics for Health Care Professions Advanced

							Research Methodology
Jafar Ali Alasad	1965	Jordanian	Critical Care Nursing	University of Manchester, UK, 2000	PhD	Professor The University of Jordan, 2016	Graduate Courses: Critical Care Nursing (I) Critical Care Nursing (II) Changes in Health physiology
Ferial Ahmed Hayajneh	1959	Jordanian	Medical-Surgical Nursing	Glasgow, UK, 1996	PhD	Professor The University of Jordan, 1996	Graduate Courses: Emergency and Disaster Nursing
Manar Mazher Nabolsi	1960	Jordanian	Medical-Surgical Nursing, Cardiovascular care	University of Wales, UK 2004	PhD	Associate Professor The University of Jordan, 2004	Graduate Courses: Emergency and Disaster Nursing
Mohammad YN Saleh (Unpaid Leave)	1968	Jordanian	Adult Health Nursing	Demont Fort University-Leicester-UK, 2007	PhD	Associate Professor The University of Jordan, 2007	Graduate Courses: Research Methodology in Nursing Statistical Methods for Health Care Research Clinical Nursing
Muhammad Darawad	1979	Jordanian	Critical Care Nursing	case Western Reserve University ,2009	PhD	Associate Professor The University of Jordan, 2009	Graduate Courses: Critical Care Nursing (I) Critical Care Nursing (II)
Mohammed Yacoub (Unpaid Leave)	1977	Jordanian	Clinical Nursing	Case Western Reserve, USA, 2008	PhD	Associate Professor The University of Jordan, 2008	Graduate Courses: Health Assessment Clinical Nursing
Ruqayya Zeilani	1976	Jordanian	Intensive care, Feminist	The University of Nottingham,	PhD	Associate Professor The	Graduate Courses: Palliative Care:

				2008.		University of Jordan, 2008	Policies, Psychosocial and Ethical Perspectives Palliative Care: Pain and Suffering Clinical palliative care
Maysoon S. Abdalrahim	1962	Jordanian	Medical Surgical Nursing, Palliative care	Gothenburg University, Sweden, 2009	PhD	Associate Professor The University of Jordan, 2009	Graduate Courses: Palliative Care: Pain and Suffering Clinical palliative care
Amani Anwer	1976	Jordanian	Renal Care Nursing	Kentucky ,USA, 2009	PhD	Associate Professor The University of Jordan, 2009	Graduate Courses: Health Assessment Skills
Issa Almansour	1985	Jordanian	Palliative care nursing	The University of Nottingham, 2015	PhD	Assistant Professor The University of Jordan, 2015	Graduate Courses: Symptom management in palliative care 0702730
Al Horani, Abdullah		Jordanian	Clinical Nursing	University of Kentucky, 2016	PhD	Assistant Professor The University of Jordan, 2016	Graduate courses: Critical care nursing 0702205
Inaam Abdulla Khalaf	1960	Jordanian	Pediatric Nursing, Parents Child Nursing, Nursing Education	New York University 1989	PhD	Professor The University of Jordan 2009	Graduate Courses: Philosophy of Nursing Science Advanced Methods for Nursing Research I: Application of Quantitative Methods

							Methods of Qualitative Nursing Research Teaching and Training in Nursing
Lubna Ahmad Abushaikha	1967	Jordanian	Maternal-Child Nursing	University of Wisconsin-Milwaukee (UWM), USA, 1999	PhD	Professor The University of Jordan 2004	Graduate Courses: Nursing Theories: Development and Application Research Methodology in Nursing Family Health Nursing Theories
Alia I. Mahadeen	1956	Jordanian	Maternity Nursing, Research and Theory Development in Nursing	New York University, USA, 1987	PhD	Associate Professor The University of Jordan 2011	Graduate Courses: Nursing Theories: Development and Application Research Methodology in Nursing
Reema R. Safadi	1953	Jordanian	Maternal Health	University Manchester, United Kingdom, 2000	PhD	Associate Professor The University of Jordan 2012	Graduate Courses: Research Methodology in Nursing Family Health
Diana H. Arabiat (Unpaid Leave)	1978	Jordanian	Maternal-Child Nursing	University of Hull/ United Kingdom	PhD	Associate Professor The University of Jordan 2013	Graduate Courses: Nursing Care of Critically ill Children
Areej Khaleel Othman	1975	Jordanian	Maternal Health Nursing	State University of New York at Buffalo, New York, USA, 2010	PhD	Associate Professor The University of Jordan 2014	Graduate Courses: Nursing Theories: Development and

							Application
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d- Library materials:

Library material	No.	Available for		
		Faculty members	Students	Faculty and students
Books	1693	1693	1693	1693
Journals	317	317	317	317
E-books	467	467	467	467
E-journals	317	317	317	317
Databases	16	16	16	16

e- Entities that offer facilities to receive practical and field experiences: **(Kindly Refer back to Item # a)**

34. Ways that are followed for program quality assurance:

- What processes are followed for evaluation of teaching and learning experiences, assessment methods, and the effectiveness of the curriculum or study plan:
 - Student Evaluation
- What processes are followed to obtain feedback from students enrolled in the program about the quality of teaching and learning experiences provided:
 - Student Evaluation
 - Regular Faculty /Student meeting
 - Frequent feedback and continues follow-up
- What processes are followed to develop the skills, knowledge and capabilities of faculty members:
 - Accreditation and Quality Assurance Center (AQAC) workshops and training courses |(Mandatory courses and Optional courses
 - School of Nursing Workshops and Courses: based on faculty needs (Faculty and Staff Development Committee)
 - Encouraging Faculty to participate in National and International conferences and workshops
- What indicators and standards are used to guarantee commitment to quality in the program:
 - Number of graduate who successfully finished the requirements for Master program
 - Number of graduates who passed the specialization exam that conducted by JNC
 - Higher Education Accreditation Commission (HEAC) Instructions and standards of special accreditation for Nursing
 - Jordanian Nursing Council (JNC) Professional Standards of Nursing Practice (2008)
 - General Educational Objectives of Professional Nursing Education: The World Health Organization East Mediterranean Regional Office (EMRO) (1998)
 - International Council for Nurses (ICN) Framework of Competencies for the Generalist Nurse (2008)
 - Accreditation Commission for Education in Nursing (ACEN) Standards and Criteria
 - ISO 9001: 2015

35. An official document of statistics and surveys issued by official bodies show the unemployment rate for this specialization

We don't have statistic

Program Director: ----- Signature: -----Date: -----

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

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

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