

Academic Programme Handbook Data

Name of academic programme	Higher Diploma in Education
Academic Year	2024–2025

A welcome message by the head of department

All praise be to God, the Lord of the Worlds. May peace and blessings be upon our Prophet Muhammad, his noble family, and devoted companions.

The Higher Diploma in Education programme is one of the programmes offered by the Department of Administration and Curriculum at the Faculty of Arts and Educational Sciences at Middle East University.

The programme aims to develop specialised educational management competencies that contribute to achieving excellence that meets the needs of the labour market for qualified educational and pedagogical leaders.

Graduates of the Higher Diploma in Education programme at Middle East University can find great job opportunities in state institutions as well as private sector institutions at the local and regional levels.

Everyone in the Higher Diploma in Education programme recognises the importance of the quality of academic programmes and study plans and believes that the preparation of leaders in general, and educational leaders in particular, is a starting point for achieving sustainability. This preparation is based on knowledge building, skill development and commitment to values in a supportive educational environment. The programme, which is one of the programmes of the Department of Administration and Curriculum, emphasises the integration and interconnection of all programmes to achieve the vision and objectives of the department, which are part of the vision objectives of the faculty and under the umbrella of the vision and objectives of the Middle East University.

We pray to God for help and guidance.

Mission of the academic programme

Seeking to prepare qualified human cadres in the field of education to meet society efficiently and effectively.

Objectives of the academic program

1. Developing specialised administrative and educational competencies.
2. Enhancing educational competencies.
3. Meeting local and regional education needs.
4. Development of scientific research skills.
5. Qualification of graduates for the teaching profession.

Coordinator of the program

Dr. Zaid Mohammed Khreisat

Local and international credits obtained by the program and the university

None

Student exchange opportunities available to program students

None

Attributes of Middle East University graduates

T.T.	General Area of Attributes	Capacity of graduates
.1	Communication	The ability to communicate effectively orally and in writing based on cognitive and personal empowerment.
.2	Critical and Creative Thinking	The ability for critical and creative thinking, analysis, making comparisons, discrimination, and reliance on evidence.
.3	Digital Capabilities	The ability to live, learn, and work in a digital society.
.4	Skills Sustainability	The ability for continuous development in learning and the ability to achieve communicative, cognitive, and scientific additions after graduation.
.5	Teamwork	The ability to cooperate and interact positively with others to achieve common goals.
.6	Scientific Research Skills	The ability to solve problems effectively through developed skills in

		obtaining, analysing, and building upon information.
.7	Community Commitment	Seeking to serve the community through positive citizenship and value and ethical competencies.
.8	Self-Awareness and Emotional Intelligence	Demonstrating initiative, self-confidence, flexibility, the ability to accept constructive criticism, act with integrity, and take responsibility for decisions and choices.

Attributes of the Academic Programme Graduates

T.T.	General Area of Attributes	Capacity of graduates
.1	Communication	Ability to communicate effectively with students, parents and colleagues, which enhances the learning environment and encourages collaboration.
.2	Critical and creative thinking	Possess a thorough knowledge of educational principles and theories, which helps them understand educational, social and cultural contexts.
.3	Digital capabilities	Ability to live, learn and work in a digital society
.4	Sustainability of skills	Possess effective classroom management strategies and organize the educational environment, which contributes to the creation of a positive and orderly educational atmosphere.
.5	Working in team spirit	Ability to collaborate and interact positively with others to achieve common goals
.6	Community commitment	Seeking to serve the community through positive citizenship and moral and ethical competencies

Knowledge, skills and competencies

Knowledge	A systematic understanding of theories, concepts, principles and
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	generalizations related to the field of higher Diploma in Education, some of which are at the limits of the latest scientific findings.
Skills	Master the skills and tools required to solve complex problems in the higher Diploma in Education Specialized from the study and demonstration of specialized and conceptual skills in the higher Diploma in Education and the demonstration of specialized and conceptual skills in the higher Diploma in Education and Assessment practice in the planning, design, technical and/or supervisory functions related to products, services or processes.
Competencies	Manage activities and projects, take responsibility for decision-making in work or study contexts, take responsibility for group work, work effectively under peer guidance and transfer diagnostic and creative skills and apply them in a range of contexts.

Learning outcomes of the academic programme

1. Contribute to the preparation of educational plans
2. Participate in curriculum development, analysis and evaluation.
3. Employ modern strategies and techniques in teaching.
4. Employ modern managerial and supervisory theories in the educational field.
5. Work administrative and technical positions in educational institutions.
6. Conduct research and studies in the field of specialization

Areas of work and jobs available to graduates of the academic programme

1. Teacher in educational institutions
2. Educational counsellor
3. Educational supervisor
4. School principals or assistants
5. Educational mentor

Approved study plan for the academic programme

Study Plans

Discipline: Education / Higher Diploma

Semester of Issuance: 2020/1

Faculty: Arts and Educational Sciences

Department: Higher Diploma

Plan Hours: 24

Plan Type: Major

Minimum Semesters: 1

Practical Training: None

Issuance: 1

Type of study: Morning

Maximum Semesters: 4

Training Hours:

Track:

Category: Specialisation Requirements	Hours: 27 Hour/s
Group: Compulsory	Hours: 21 Hour/s

Course No.	Course Title	Hours	Prerequisites / Courses	Prerequisite / Hours
0556101	Curriculum Planning and Evaluation	3		
0556102	Recent trends in Teaching	3		
0556103	Measurement and Evaluation in Education	3		
0556104	Educational and E-Learning Content Design	3		
0556201	Principles of Educational Supervision Management	3		
0556202	Fundamentals of Education	3		
0556203	Teacher			

	Preparation and Development			
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Group: Compulsory	Hours: 21 Hour/s
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Course No.	Course Title	Hours	Prerequisites / Courses	Prerequisite / Hours
0556105	Curriculum Development and Organisation	3		
0556106	Curriculum Analysis	3		
0556204	Comprehensive Quality Management in Education	3		
0556205	Recent trends in School Management	3		
0556206	Educational Leadership	3		

Indicative plan of the academic programme

None

Description of learning materials and products

(0136105) Designing E-learning Content (3) Credit Hours (Theoretical)

The concept of design in general, and in particular will address the concept of electronic digital educational content and its characteristics and elements, tools and stages of development, with defining the purpose of designing electronic content, and also presents the stages of the development of digital materials and addresses the design of educational materials and the stages and steps of design and production of educational content, and also deals with some models of design education. methods and standards for evaluating e-learning content, as well as the practical application of instructional content design

Learning outcomes:

1. Understand the concept of digital content.
2. Comparison of electronic and paper digital design.
3. Determine the requirements for digital electronic design of educational content.
4. Determine the design and production stages of digital content.
5. Setting standards for digital educational content.
6. Design e-learning digital content taking into account the required standards.

(0156101) Curriculum Planning and Evaluation (3) Credit Hours (Theoretical)

Identify: The concept of curriculum planning, components(s) of the curriculum, strategies of planning educational curricula, factors affecting the construction, selection and organization of curricula, study of models of curriculum planning globally and locally, the role of teachers and supervisors in curriculum planning, the concept of curriculum evaluation, types of curriculum evaluation, curricular evaluation standards, curriculum evaluation models and tools, and steps to evaluate the school curricula.

Learning outcomes:

- 1- Define the concepts of the traditional curriculum and the modern curriculum.
- 2- Distinguish between the types of school curricula consciously and accurately.
- 3- Identify and understanding the elements of the curriculum.
- 4- Define the procedural steps followed in the planning of the curriculum.
- 5 . Define the concept of evaluation of the curriculum, its models, types, steps and tools.

(0156102) Recent Trends in Teaching (3) Credit Hours (Theoretical)

To identify the most important knowledge in the field of school administration in theory and practice through a study of the concept of school administration, its origin and development, and its relationship with the general educational, educational and grade administration; Review of the main types of school administration; Management theories and management processes; To recognize the importance of school administration and its role in organizing and coordinating the technical and administrative work in the school; In addition, the school principal 's tasks, skills, characteristics, difficulties encountered in performing his or her work and the tasks of his or her staff and the basis for his or her selection; This is in addition to studying real cases in the school administration to link the theoretical side to the practical reality.

Learning outcomes:

1. Students analyse the concepts and characteristics of modern school management.
2. Introducing students to the fields and practical procedures of the school director.
3. Introducing students to the administrative tasks of the school director.
4. Employing students a modern administrative system in access to an effective school.
5. Employ modern management methods and methods in solving problems and challenges in the school.

(0156103) Measurement and Evaluation in Education (3) Credit Hours (Theoretical)

Identify: Basic concepts in educational measurement and evaluation; Methods of educational evaluation; Educational calendar tools; Evaluation criteria in psychology and education; Design and analysis of tests and interpretation of results; The purposes of the educational calendar: Types, stages and strategies.

Learning outcomes:

1. The student determines the relationship between measurement, evaluation, evaluation and testing.
2. Students develop different measurement tools.
3. Student differentiates between calendar types.
4. The student prepares tests of all kinds according to the characteristics and conditions.
5. The student prepares an achievement test in his specialty according to a schedule of specifications, and specific psychometric characteristics.

(0156201) Principles of Educational Management and Supervision (3) Credit Hours (Theoretical)

Identify the principles of management and supervision, and the concepts related to them in terms of their nature and development; Development of administrative schools; Management functions; The philosophy and types of supervision; Areas of work of the supervisor; Criteria for its selection; Means of work; Educational supervision in Jordan.

Learning outcomes:

1. Define the concepts, theories and functions of educational administration, and the concepts of supervision and educational training.
2. Comparison of administrative and supervisory functions.
3. Clarify the concepts of educational leadership, educational planning and administrative organization.
4. Employ professional standards in educational supervision.
5. Build special perceptions on how to benefit from modern supervisory methods and methods in the field of education

(0156202) Foundations of Education (3) Credit Hours (Theoretical)

Introduce students to the basics of education; Its philosophy and philosophical, psychological, social and historical schools of education;

Principles and components of education; Modern methods of education; The relationship of education to other sciences; The relationship of education with society.

Learning outcomes:

1. Explain the concept and objectives of education.
2. The distinction between the entrance and the origin of education.
3. Comparison of the most important ancient and modern philosophies and their pedagogical applications.
4. Utilise the foundations and approaches of education in solving educational problems.
5. Provide solutions to contemporary educational problems

(0156203) Teacher Preparation and Development (3) Credit Hours (Theoretical)

Teaching the preparation, development and training of teachers before and during service; Preparing the teacher for the knowledge society; In-service training, critical thinking and creative thinking in the classroom; Classroom management; The tools that the teacher performs, the competencies that the teacher needs; Teacher evaluation criteria; Teacher training and training have been organized in different countries.

Learning outcomes:

1. Distinguish between concepts related to the process of teacher preparation and development.
2. Define the concept of classroom management and how to address classroom problems.
3. Identify the characteristics that the teacher must have in order to perform his or her roles successfully.
4. Study recent trends and developments in the field of teacher preparation and training.
5. Comparison of teacher training systems in different countries.
6. Design a teacher assessment form using criteria.

**(0156105) Fundamentals of Curriculum Development and Organisation (3) credit hours
(theoretical)**

Multiple definitions of the method and its components. The basis for the construction of philosophical, cognitive, psychological and social curricula, as well as the organization of the curriculum that is transformed around knowledge, the learner, society, and methodological organizations

Learning outcomes:

1. Explain the concept of the Platform and the elements of the Platform.
2. Introduce students to learning theories and differences and agreement between them.
3. Introduce students to the foundations of building the curriculum in a conscious and accurate manner.
4. Students distinguish the foundations of curriculum construction, and the differences and agreement between them.
5. Definition of the various systems.
6. A comparison of the different systems.
7. Provide practical examples of curriculum organization.

(0156106) Curriculum Analysis (3) Credit Hours (Theoretical)

Identify: The process of selecting many modules of the curriculum and ensuring that they are in compliance with modern curriculum design standards; Analysis of their content in terms of: The extent of distribution of facts, concepts, generalizations, rules, theories or principles, laws, educational objectives, the diversity of their levels and fields, the existence of easy, medium and difficult activities, the availability of educational resources, and various evaluation questions.

Learning outcomes:

1. Explains the main concepts in the course: Analysis and development of the curriculum
2. The content of textbooks is analyzed quantitatively in the light of a particular classification system
3. Analyzes content (goals, knowledge content, activities, strategies, calendar) for teaching purposes
4. Distinguish between quantitative analysis and qualitative analysis.
5. The curriculum is evaluated in the light of the analysis of its content.

(0556204) Comprehensive Quality Management in Education (3) Credit Hours (Theoretical)

Identify: The most important general concepts of total quality management, their importance, their dimensions and the extent of their application in the educational field; The philosophy and principles of total quality management in educational institutions, in particular: Senior management, and the strategic perspective of quality; Focus on improving the outcomes of the educational process; Continuous

improvement of the educational environment in general and of the tools and methods used in education in particular; The International Standards of Standards (ISO) also address the quality of educational institutions

Learning outcomes:

1. Students analyse the concepts and characteristics of total quality management in education.
2. Introduce students to the fields and practical procedures of the Quality and Accountability Unit in the Ministry of Education.
3. Distinguish students between local and international models in the application of an effective quality system in educational institutions according to ISO specifications.
4. Employ students is one of the local or international models in the application of quality systems in educational institutions.
- 5 . Employ modern methods and methods to assess the quality of educational institutions.

(0156205) Recent Trends in School Administration (3) Credit Hours (Theoretical)

To identify the most important knowledge in the field of school administration in theory and practice through the study of the concept of school administration, its origin and development, and its relationship with the general educational, educational and grade administration; Review of the main types of school administration; Management theories and management processes; To recognize the importance of school administration and its role in organizing and coordinating the technical and administrative work in the school; In addition, the school principal ' s tasks, skills, characteristics, difficulties encountered in performing his or her work and the tasks of his or her staff and the basis for his or her selection; This is in addition to studying real cases in the school administration to link the theoretical side to the practical reality.

Learning outcomes:

1. Students analyze the concepts of modern school management and their characteristics.
2. Distinguish students between the practical actions of the school director
3. Introduce students to the administrative tasks of the school director
4. Explain to students how to take advantage of the modern administrative system in access to an effective school.
5. Students employ modern administrative methods and methods in solving problems and challenges in the school.

(0156206) Educational Leadership (3) Credit Hours (Theoretical)

Identify: The concept of educational leadership, old and new, and its objectives, importance, necessity and theories. It also examines the nature of leadership in educational organizations and its impact on the climate of these organizations: It also focuses on school leadership, leadership ethics and the role of the leader in the ethical growth of individuals in organizations.

Learning outcomes of the material

1. Understand the concept of educational leadership and its importance.
2. Students compare educational leadership styles and characteristics.

3. Represent the role of the leader in solving problems.
4. Analyse the concept of effective educational leadership, its skills and competencies.
5. Explain the issues and challenges facing the educational leader.

Student evaluation mechanisms and evaluation criteria approved for the academic program

Mechanisms of Student Assessment:

Written exams (mid-semester/final) designed to measure the achievement of learning outcomes.

Presentations.

Research papers.

Evaluation criteria approved in the higher Diploma Program in Education:

Criteria for an open question

Presentation evaluation criteria.

Evaluation criteria for research papers and reports.

Evaluation and feedback standards (rubric) for all evaluation mechanisms

Open-Ended Question Rubric

Indicators	Weak 20%	Unsatisfactory 40%	Average 60%	Satisfactory 80%	Excellent 100%
Form (5)	Not present	Poor formatting and difficult to read.	Fair formatting and legibility, but with some issues.	Good formatting and legibility.	Excellent formatting and legibility, with a clear and distinct style for the topic.
Ideas (10)	Lack of commitment to the main ideas, no sequence in ideas or connections.	Failure to commit to the main idea, but a presence of some sequence in ideas, with minor clarity issues.	Commitment to the main idea, a presence of some sequence in ideas, but clarity is an issue.	Commitment to the main idea and a clear sequence in most ideas and connections.	Full commitment to the main idea, a clear sequence in ideas and their connections, with a clear and

					seamless flow.
Strategic and Creative Thinking (7)	Does not use critical or creative thinking skills to solve the problem.	Attempts to use critical thinking skills to solve the problem, but fails to reach a solution. The proposed solution contains many errors.	Attempts to use critical thinking to solve the problem and reaches a partial solution. The proposed solution contains a number of errors.	Uses a critical strategy to solve the problem and reaches a solution. The solution contains few errors.	Uses a critical strategy or more to solve the problem and reaches a complete and logical solution. The solution contains no errors.
Conclusion (3)	No conclusion.	A poor conclusion for the ideas presented.	A fair conclusion for the ideas presented, but with some issues.	A good conclusion for the ideas presented.	An excellent, concise conclusion that summarises the ideas presented, suitable for printing.

Criteria for evaluating a presentation

Mark	Indicators				The standard	Area	Name of the student
	4	3	2	1			
	He intervenes in discussions, listens to students and their interventions, and makes the right decisions.	He intervenes in discussions and makes decisions without consulting the students.	He intervenes in the debate but hesitates before making a decision.	He hesitates to make any decision during the presentation and presentation.	Make decisions in a timely manner	Content	
	The language used is sound and harmonizes some terms from other languages during the presentation.	The language used in the presentation is grammatically and linguistically sound.	Uses the language correctly during the presentation but seems to be hesitant.	The language used during the presentation is incorrect	Safety of the language used during the presentation		
	He mentions the goals he wants to achieve and uses a creative style (card, mental map.)	Clearly state the goals he wants to achieve	The goals are mentioned in passing.	It does not mention goals	Objectives		
	The information is clear and motivating and motivating for students to interact with each other and with the lecturer.	The information provided during the lecture is clear to the students	The information it provides is clear, but some students are vague about it	The information provided during the lecture is unclear	Clarity of the information they provide		
	The information is clearly related to the subject of the lecture, reflecting the achievement of the goals of the students.	The information is clearly related to the topic of the lecture.	The information is partly related to the subject and is questioned by the students	The information he provides is not related to the topic of the lecture	Link the information to the requested topic		
	The subject is linked to the previous experiences of the students in a clear and interesting sequence	The subject is linked to the students' previous experiences in a sequential manner that provides a clear picture of the subject					
Draft Form	And in a way that achieves complementarity		The subject relates to the students' previous experiences	The subject does not relate to the students' previous experiences	Connect new knowledge with previous knowledge	Scientific material	

Criteria for evaluating a research paper

Scope	1	2	3	4
Linguistic safety and editing	It contains many grammatical, syntactical, punctuation, editing, and formatting errors.	There are some grammatical, spelling, and punctuation errors, and it is acceptably formatted.	It is clear of grammatical, punctuation, and spelling errors and is acceptably formatted.	It is clear of linguistic and grammatical errors, uses punctuation correctly, and is well edited and formatted.
Organisation and sequence of ideas	Information is not organised with clear headings, and there is no sequence of ideas.	Information is organised with clear headings, and there is no sequence of ideas.	Information is organised with clear headings, and most ideas are sequenced.	The information is organised with clear headings, and there is a clear and deep sequence of ideas.
Quality and accuracy of information	Information is irrelevant, inaccurate, and not based on up-to-date references.	The information is relevant, inaccurate, and based on outdated references.	The information is relevant, accurate, and based on up-to-date references.	The information is relevant, accurate, and based on up-to-date Arabic and foreign references.
Scientific documentation	Information is not documented in the body, and there is no list of references.	The information is documented in the body, and there is a list of references used that does not conform to APA style.	The information is documented in the body, and there is a list of most of the references used, in APA style.	The information is documented in the body, and there is a list of all references used, according to APA style.

Submission	Submission is processed seven days after the due date.	Submission is processed two to seven days after the due date.	Submission is processed one day after the due date.	Submission is due in a timely manner.
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Mechanisms for handling complaints and suggestions

Based on the university's commitment to obtain feedback from its students in order to continuously improve and develop the services provided to them and address any difficulties or obstacles they may encounter, the university has formed the Suggestions and Complaints Committee to study the complaints and suggestions submitted and take the necessary measures in cooperation with the concerned authorities in accordance with the university's approved policy.

The university allows students to submit complaints and suggestions through the complaints and suggestions system on the university's website, or through the complaints and suggestions boxes located

in the university buildings.

Professional courses offered through the study plan

None

Partnerships and agreements for training for employment purposes

None

Date: 17/12/2024 Name and signature of programme coordinator: Dr.
Zaid Mohammed Khreisat

Date: 17/12/2024 Name and signature of head of academic department:
Dr. Zakariyat Al-Qaralah