



مذكرة للعرض على السيدة الأستاذ الدكتور/ عبير زكريا

عميد كلية التمريض جامعة المنصورة

نتشرف أن نعرض علي سيادتكم توصيف برنامج البكالوريوس بنظام الجدارات ٢٠٢٥ طبقا للتوصيف المحدث من قبل الهيئة القومية لضمان جودة التعليم.

لذا.....

نعرض الأمر على السيدة الأستاذ الدكتور/ عبير زكريا- عميد الكلية ورئيس مجلس الكلية لعرض الموضوع على مجلس الكلية للموافقة والاعتماد .

أ.د/ جوزفين عاطف  
صورة مرفقة

مدير وحدة ضمان الجودة والاعتماد

لا مانع مع الشكر  
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للعرض على مجلس الكلية

[Signature]

قرار مجلس الكلية بجلسته رقم (٢٩٣)  
تاريخ ٩/١٠/٢٠٢٥  
لجودة والإعمار



٢٨٥١٣

# Program Specification

## Bachelor of Science in Nursing (Competency Based) (2025)

### Basic Information

<b>Program Title (according to what is stated in the bylaw):</b>	Bachelor of Science in Nursing (BSN)
<b>Total number of credit hours/points of the program:</b>	144 credit hour, 240 credited point
<b>Number of academic years/levels (expected program duration):</b>	4 years + internship training obligatory year 4 level + Internship level
<b>Department (s) Participating (if any) in teaching the program:</b>	<ul style="list-style-type: none"> <li>- Department of Medical-Surgical Nursing</li> <li>- Department of Pediatric Nursing</li> <li>- Department of women and midwifery Nursing</li> <li>- Department of Psychiatric and Mental Health Nursing</li> <li>- Department of Critical Care and Emergency Nursing</li> <li>- Department of Gerontological Nursing</li> <li>- Department of Community Health Nursing</li> <li>- Department of Nursing Administration</li> <li>- Department of Basic Sciences</li> <li>- Department of Internal Medicine</li> <li>- Department of Surgery</li> <li>- Department of Microbiology</li> <li>- Department of Pharmacology</li> <li>- Department of Anatomy</li> <li>- Department of Physiology</li> <li>- Department of Pathology</li> <li>- Department of Public Health</li> <li>- Department of English language</li> <li>- Department of physics</li> <li>- Department of Gerontological Medicine</li> <li>- Department of Psychiatric and Mental Medicine</li> <li>- Department of Pediatric Medicine</li> </ul>

<b>Faculty/Institute:</b>	Faculty of Nursing
<b>University/Academy:</b>	Mansoura University
<b>Program majors/divisions/tracks/specialties in the final year (if any):</b>	General Nursing Track
<b>Partnerships with other parties and the nature of each (if any):</b>	The Bachelor of Nursing Science program maintains a number of partnerships to improve clinical training and educational quality. Among these is cooperation with <i>the Ministry of Health</i> , which grants students access to primary healthcare facilities and hospitals for practical training. Additionally, the program collaborates with <b>Mansoura University Teaching Hospitals</b> to provide students with hands-on training in specialty units. Additionally, there is tight cooperation with other academic faculties like <b>Faculty of Medicine &amp; Faculty of Pharmacy</b> , especially when it comes to teaching core courses like pathology, pharmacology, anatomy, and physiology.
<b>Name of the program coordinator (attach the assignment decision):</b>	<b>Dr. Dalia EL-said Khalil</b>
<b>Program Specification Approval Date:</b>	Click or tap to enter a date.
<b>Council responsible for Program Specification Approval (Attach the Decision / Minutes):</b>	

## **Program Aims (Brief description of the overall purpose the program)**

### **Program Mission**

Graduating qualified nurses with nursing competencies enables them to provide comprehensive nursing care that meets the needs of society through scientific research and evidence-based practices.

### **Program Objectives**

- 1- Develop advanced curricula aligned with international curricula.
- 2- Establish partnerships with local and international educational organizations to provide an effective training environment that contributes to the preparation of qualified graduates trained to provide nursing care to meet the needs of society and the labor market.
- 3- Providing students with the nursing knowledge, skills, and attitudes necessary to fulfill their role in society, solve patient-related problems, and prepare them for future work.
- 4- Enhancing students' ability to communicate effectively and professionally with colleagues, patients, the community, and healthcare team members.
- 5- Preparing nurses who uphold the required professional ethics, believe in the values of professional excellence and integrity, and are able to adapt and work as a team.
- 6- Raising health awareness by strengthening students' leadership roles in the community and engaging them in improving healthcare awareness and keeping pace with professional developments.
- 7- Preparing scientific competencies and qualified personnel to practice the nursing profession.
- 8- Preparing competencies capable of dealing with information technology and modern technologies used.

## Program Structure (Curriculum)

### Program Components

Requirement Category/Type		Number of Courses	Number of Credit Hours/Points	Percentage from the total number of hours/points
University Requirements		3	—	—
Faculty/College Requirements (if applicable)		—	—	—
Program Requirements		—	—	—
Requirements of the majors/ divisions/ tracks/ specializations in the final year (if any)		—	—	—
Other requirements	Field Training	4	10	—
	Graduation Project			
	Mandatory training year	26	48	—
	Other (to be mentioned)			
Total Compulsory Courses		49	139	96.53%
Elective Courses		18	5	3.47%
Total		70	144	100%

## Program courses according to the expected study plan

### Compulsory Courses

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
1 <sup>ST</sup>	1 <sup>ST</sup>	(NSc 101)	Fundamental Nursing (I)	Compulsory	College Requirements	6	2	4 lab	-
1 <sup>ST</sup>	1 <sup>ST</sup>	(CSc102)	Fundamental Community and Environmental Health	Compulsory	College Requirements	3	2	-	1 Field
1 <sup>ST</sup>	1 <sup>ST</sup>	(MSc103)	Anatomy	Compulsory	College Requirements	3	2	1	-
1 <sup>ST</sup>	1 <sup>ST</sup>	(MSc 104)	Biochemistry	Compulsory	College Requirements	2	1	1	-
1 <sup>ST</sup>	1 <sup>ST</sup>	(CSc 105)	Bio-Physics	Compulsory	College Requirements	1	1	-	-
1 <sup>ST</sup>	1 <sup>ST</sup>	CSc 106)	English Language (1)	Compulsory	College Requirements	2	2	-	-
1 <sup>ST</sup>	1 <sup>ST</sup>	(CSc 107)	Physical fitness and motor balance	Compulsory	College Requirements	-	-	1	-
1 <sup>ST</sup>	1 <sup>ST</sup>	Manshdsc (108)	Human development	Compulsory	University Requirements	2	2	-	-
1 <sup>ST</sup>	1 <sup>ST</sup>	UNVS101	Social issues	Compulsory	University Requirements	0	0	-	-
1 <sup>ST</sup>	2 <sup>nd</sup>	NSc 201	Fundamental Nursing (2)	Compulsory	College Requirements	5	2	3 clinical +1 lab	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(NSc 202)	First Aid and Accident	Compulsory	College Requirements	2	1	1	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(NSc 203)	Health Assessment in Nursing	Compulsory	College Requirements	3	1	2 clinical + 1 lab	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(MSc 204)	Physiology	Compulsory	College Requirements	2	2	-	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(MSc 205)	Microbiology and Immunology	Compulsory	College Requirements	2	1	1	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(MSc 206)	Parasitology	Compulsory	College Requirements	1	1	-	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(CSc 207)	English Language (2)	Compulsory	University Requirements	2	2	-	-
1 <sup>ST</sup>	2 <sup>nd</sup>	(CSc 208)	Nursing Ethics	Compulsory	College Requirements	1	1	-	-
2 <sup>nd</sup>	3 <sup>rd</sup>	NSc 301	Medical Surgical Nursing (I)	Compulsory	College Requirements	5	2	3 lab +2 clinical	-
2 <sup>nd</sup>	3 <sup>rd</sup>	MSc 302	Strategy of Nursing Education and Health education	Compulsory	College Requirements	3	2	1	-

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
2 <sup>nd</sup>	3 <sup>rd</sup>	MSc 303	Pharmacology	Compulsory	College Requirements	3	3	-	-
2 <sup>nd</sup>	3 <sup>rd</sup>	(MSc 304)	General Medicine	Compulsory	College Requirements	2	2	-	-
2 <sup>nd</sup>	3 <sup>rd</sup>	(CSc 305)	Applied Nutrition	Compulsory	College Requirements	1	1	-	-
2 <sup>nd</sup>	3 <sup>rd</sup>	CSc 306)	Communication skills and human relationships	Compulsory	College Requirements	1	1	-	-
2 <sup>nd</sup>	3 <sup>rd</sup>	CSc 308	Culture Competency	Compulsory	College Requirements	1	1	-	-
2 <sup>nd</sup>	4 <sup>th</sup>	(NSc 401)	Medical Surgical Nursing (II)	Compulsory	College Requirements	5	2	3 2clinical +1 lab	-
2 <sup>nd</sup>	4 <sup>th</sup>	(NSc 402)	Emergency Nursing	Compulsory	College Requirements	6	3	3 2clinical +1 lab	-
2 <sup>nd</sup>	4 <sup>th</sup>	(MSc 403)	General Surgery	Compulsory	College Requirements	1	1	-	-
2 <sup>nd</sup>	4 <sup>th</sup>	(MSc 404)	Pathophysiology and Clinical Pathology	Compulsory	College Requirements	3	2	1	-
2 <sup>nd</sup>	4 <sup>th</sup>	(CSc 405)	Fundamentals of human behavior in Wellness and Illness	Compulsory	College Requirements	1	1	-	-
3 <sup>rd</sup>	5 <sup>th</sup>	(Nsc 501)	Pediatric Nursing	Compulsory	College Requirements	7	3	4 3clinical +1 lab	-
3 <sup>rd</sup>	5 <sup>th</sup>	(NSc 502)	Nursing Administration 1	Compulsory	College Requirements	4	2	2 clinical	-
3 <sup>rd</sup>	5 <sup>th</sup>	(NSc 503)	Family Health Nursing	Compulsory	College Requirements	3	1	2 clinical	-
3 <sup>rd</sup>	5 <sup>th</sup>	(MSc 504)	Pediatric Medicine	Compulsory	College Requirements	1	1	-	-
3 <sup>rd</sup>	5 <sup>th</sup>	(MSc 505)	Pediatric Surgery	Compulsory	College Requirements	1	1	-	-
3 <sup>rd</sup>	5 <sup>th</sup>	CSc( 506)	Developmental psychology	Compulsory	College Requirements	1	1	-	-
3 <sup>rd</sup>	6 <sup>th</sup>	(NSc 601)	Maternal and Gynecological Nursing	Compulsory	College Requirements	7	3	4 3clinical +1 lab	-
3 <sup>rd</sup>	6 <sup>th</sup>	(NSc 602)	Nursing Administration 2	Compulsory	College Requirements	5	2	3 clinical	-
3 <sup>rd</sup>	6 <sup>th</sup>	(NSc 603)	Midwifery	Compulsory	College Requirements	4	2	2 1clinical +1 lab	-

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
3 <sup>rd</sup>	6 <sup>th</sup>	(CSc 604)	Introduction to Research methodology	Compulsory	College Requirements	2	2	-	-
4 <sup>th</sup>	7 <sup>th</sup>	(NSc 701 )	Community Health Nursing	Compulsory	College Requirements	7	3	3 2 clinical+1 lab	1 field
4 <sup>th</sup>	7 <sup>th</sup>	(NSc 702)	Gerontological Nursing	Compulsory	College Requirements	4	2	1 clinical	1 field
4 <sup>th</sup>	7 <sup>th</sup>	(NSc 703)	Evidence-Based Nursing	Compulsory	College Requirements	3	1	1 lab	1 field
4 <sup>th</sup>	7 <sup>th</sup>	(MSc 704)	Geriatric Medicine	Compulsory	College Requirements	1	1	-	-
4 <sup>th</sup>	7 <sup>th</sup>	(CSc 705)	Epidemiology	Compulsory	College Requirements	1	1	-	-
4 <sup>th</sup>	7 <sup>th</sup>	(CSc706)	Biostatistics	Compulsory	College Requirements	2	1	1 lab	-
4 <sup>th</sup>	8 <sup>th</sup>	(NSc 801)	Psychiatric and Mental Health Nursing	Compulsory	College Requirements	6	3	3 clinical	-
4 <sup>th</sup>	8 <sup>th</sup>	(NSc 802)	Critical Care Nursing	Compulsory	College Requirements	6	3	3 2 clinical+ 1 lab	-
4 <sup>th</sup>	8 <sup>th</sup>	(MSc 803)	Psychiatric Medicine	Compulsory	College Requirements	2	2	-	-
4 <sup>th</sup>	8 <sup>th</sup>	(CSc 804)	Application of Information Technology in Health Care Field	Compulsory	College Requirements	2	1	1 lab	-

### Elective Courses

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc 1201	Advanced community health nursing	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1202	Advanced critical care nursing	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1203	Advanced nursing in one specialties of surgery and operations (urology and GIT)	Elective	College Requirements	2	2	-	-

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1204	Advanced nursing in pediatrics	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1205	Advanced nursing in maternity	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1206	Advanced nursing in elderly care	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1207	Advanced psychiatric nursing	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1208	Advanced Nursing Administration	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	ELc 1209	Alternative medicine in nursing practice	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc 1210	Physical therapy and rehabilitation	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	ELc 1211	Oral and dental health	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1212	Medical Specialties (oncology -GIT- warm areas)	Elective	College Requirements	2	2	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	ELc 1213	Hospital Design	Elective	College Requirements	1	1	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1214	Women psychology	Elective	College Requirements	1	1	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	ELc 1215	Critical thinking	Elective	College Requirements	1	1	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1216	Legal and Professional Ethics	Elective	College Requirements	1	1	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	ELc 1217	Self- directed Learning	Elective	College Requirements	1	1	-	-
2 <sup>nd</sup> or 3 <sup>rd</sup> or 4 <sup>th</sup>	4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup>	Elc1218	Leadership	Elective	College Requirements	1	1	-	-

## Summer training courses

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours/ Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
2nd or 3rd	Summer	(SCT1301)	Application of Infection control standard precautions in nursing skills	Compulsory	College Requirements	3	-	3	-
2nd or 3rd	Summer	(SCT1302)	Application of professional ethics in nursing care	Compulsory	College Requirements	2	-	2	-
2nd or 3rd	Summer	(SCT1303)	Health education and counseling	Compulsory	College Requirements	3	-	3	-
2nd or 3rd	Summer	(SCT1304)	Applications on quality of health care services	Compulsory	College Requirements	2	-	2	-

## Academic Standards

### Adopted Academic Standards (NARS/ARS): *NARS*

By completion of the program, students should achieve the following 9 competencies that cover 5 competency domains. These domains cover all essentials for practicing nursing profession. A number of Key Elements are included in each competency, with a total of 39 key elements for all competencies. These key elements will reflect each competency in practice.

#### The competency domains are the followings:

**Domain 1:** Professional and Ethical Practice

**Domain 2:** Holistic Patient-Centered Care

**Domain 3:** Managing People, Work Environment, and Quality

**Domain 4:** Informatics and Technology

**Domain 5:** Inter-professional Communication

Learning Outcomes for each competency according to competency domains in *NARS 2017*. The *NARS 2017* provides five competency domains. Learning outcomes are required for each competency in each domain, according to the key elements that follow each competency. The five competencies in the five domains should be covered. Each competency should be followed.

## **NAQAAE Learning competency domains and Learning Outcomes**

### **DOMAIN 1. PROFESSIONAL AND ETHICAL PRACTICE**

**Competency 1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.**

**At the end of the Bachelor Nursing Program, the student will be able to:**

#### **Key Elements**

1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.

1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.

1.1.3 Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.

1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence

### **DOMAIN 2. HOLISTIC PATIENT-CENTERED CARE**

**Competency 2.1. Provide holistic and evidence-based nursing care in different practice settings.**

**At the end of the Bachelor Nursing Program, the student will be able to:**

#### **Key Elements**

2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings

2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span

2.1.3 Provide holistic patient-centered care respecting people diversity

2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.

2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.

2.1.6 Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.

**Competency 2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework.**

**At the end of the Bachelor Nursing Program, the student will be able to:**

#### **Key Elements**

2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms.
2.2.2 Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.
2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different health care settings.
2.2.4 Use educational principles and counseling techniques appropriately and effectively with diverse populations.
2.2.5 Communicate health information and coordinate health education /promotion activities effectively according to patient/client needs.
2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.
<b><u>Competency 3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care.</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.
3.1.2. Plan and implement change conducive to the improvement of health care provision
3.1.3. Organize own workload and apply time management principles for meeting responsibilities.
3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.
<b><u>Competency 3.2. Provide a safe working environment that prevents harm for patients and workers.</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>
3.2.1 Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.
3.2.2 Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.
3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment.
3.2.4 Apply research methods related to area of practice that enable and use the best evidence to maintain safe work environment.
<b><u>Competency 3.3. Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>

3.3.1 Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.
3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.
3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.
3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.
<b><u>Competency 4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>
4.1.1. Use different sources of data related to contemporary standards of practice and patient care.
4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.
4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.
4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care settings.
<b><u>Competency 4.2. Utilize information and communication technologies in the delivery of patient/client care.</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>
4.2.1 Retrieve and manage data to make decisions using information management system for providing holistic patient care.
4.2.2 Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.
4.2.3 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities
<b><u>DOMAIN 5. INTER-PROFESSIONAL COMMUNICATION</u></b>
<b><u>Competency 5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families, and communities.</u></b>
<b>At the end of the Bachelor Nursing Program, the student will be able to:</b>
<b>Key Elements</b>
5.1.1 Maintain inter - professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.
5.1.2 Function within behavioral norms related to the interdisciplinary communication and the health care organizations.

5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings

5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among health care team members.









		Academic Standards (Mention code only)																																														
Level	Module	Courses (Name- Code)	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4							
Level 3	5 <sup>th</sup> semester (Module 5)	Pediatric Nursing (MSc 504)	x			x		x																																								
		Nursing Administration 1 (NSc 502)	x	x	x		x	x											x		x	x	x					x	x																			
		Family Health Nursing (NSc 503)									x	x																																				
		Pediatric Medicine (MSc 504)					x																																									
		Pediatric Surgery (MSc 505)						x																																								
		Developmental psychology (CSc 506)						x		x																																						



		Academic Standards (Mention code only)																																											
Level	Module	Courses (Name- Code)	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4				
Level 4	7 <sup>th</sup> semester (Module 7)	Community Health Nursing (NSc 701)	x	x	x	x		x		x	x	x	x		x	x	x		x			x	x					x											x		x	x			
		Gerontological Nursing (NSc 702)		x	x	x		x				x					x	x						x						x	x										x				
		Evidence-Based Nursing (NSc 703)				x							x						x							x	x																		
		Geriatric Medicine (MSc 704)					x																																						
		Epidemiology (CSc 705)				x		x																																					
		Biostatistics (CSc706)				x	x							x																															





Elective courses (Name & Code)	Academic Standards (Mention code only)																																											
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4					
Oral and dental health (Elc 1211)	x									x																																		
Medical Specialties (oncology - GIT- warm areas) (Elc 1212)		x		x	x	x	x							x			x					x					x										x		x					
Hospital Design (Elc 1213)					x	x														x																		x						
Women psychology (Elc 1214)					x																																							
Critical thinking (Elc 1215)																										x																		
Legal and Professional Ethics (Elc 1216)	x	x		x																																				x	x			
Self-directed Learning (Elc 1217)				x																							x																	
Leadership (Elc 1218)				x																x						x														x	x			



## Teaching and Learning strategies/methods to achieve Program Outcomes:

To achieve the intended program learning outcomes, the Bachelor's Degree in Nursing Science program utilizes a variety of student-centered and evidence-based teaching and learning strategies, including:

Method of teaching	Definition of Methods
Interactive lectures	Interactive learning is characterized by the teacher's verbal presentation of information, which is enhanced through the integration of varied questioning techniques, student interactions, visual aids, and supplementary instructional materials."
Group collaboration learning	Collaborative learning is a teaching method where students work together in small groups to achieve a common goal. Instead of learning individually, students actively share ideas, discuss concepts, and support each other's understanding of the material.
Web- based learning/ E-learning	Web-Based Learning (WBL) refers to an instructional approach in which educational content is delivered via a web browser, regardless of whether the materials are hosted online or stored on media such as CD-ROMs. These resources typically include multimedia elements such as video clips, interactive text, and exercises, enabling students to engage in self-paced, independent learning with minimal or no direct teacher intervention.
Brainstorming	Brainstorming is a collaborative method used to generate a wide range of ideas, thoughts, or alternative solutions centered on a specific topic or problem. It encourages creative thinking and is commonly employed in conjunction with group discussions to stimulate active participation and innovation.
Self-learning	Self-learning is a process in which people proactively self-direct their learning journeys, identifying their own learning goals and holding themselves accountable for reaching them. It takes dedication, motivation, and self-direction to be a successful self-learner.
Peer learning	<b>Peer learning</b> is a collaborative educational approach where students interact to teach and learn from one another. It enhances engagement, academic achievement, and soft skills by allowing students to take turns in roles as learners and tutors, which fosters mutual understanding.
Field trip	A study trip is an experiential learning activity conducted outside the traditional classroom setting, where students travel to external locations either within or beyond the

	institution—to observe, engage with, and reflect on real-world environments directly related to their field of study.
Role play	Role play is an interactive learning activity in which students assume specific roles within a simulated scenario that reflects real-life contexts or professional situations. This method is designed to support the achievement of one or more learning objectives by encouraging experiential learning, critical thinking, and interpersonal skill development
Facilitated practice in skill laboratories and clinical placement/ practical learning	Facilitated practice in skill laboratories and clinical placements provides students with structured opportunities to apply theoretical knowledge through hands-on practice with models, simulated patients, or real patients. In this setting, instructors explain procedures, demonstrate clinical tasks, model correct performance, and provide continuous observation, interaction, and formative feedback to support skill acquisition and professional development.
Case study	A case study is an instructional method that presents students with realistic, often complex scenarios centered on a specific issue, topic, or problem. Students are required to analyze the case—individually or in small groups—by applying relevant knowledge, identifying key issues, evaluating possible solutions, and formulating reasoned responses or recommendations.
Simulation	Simulation is a strategy educators can use to teach course concepts and provide students with opportunities to apply new skills, knowledge, and ideas in a practice setting that mirrors the real world. Simulation-based learning is training in a virtual environment that mimics real-world activities and scenarios. Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher to represent a reality within which students interact. Educational simulation is a teaching method that tests participants' knowledge and skill levels by placing them in scenarios where they must actively solve problems.
Problem- based learning (PBL)	Problem-Based Learning (PBL) is a student-centered instructional approach that uses carefully designed clinical problems as a framework for learners to identify their learning needs, engage in self-directed inquiry, integrate theoretical knowledge with practical application, and develop effective solutions to defined problems.
Project- based learning	Project-Based Learning (PBL) is a teaching and learning approach that integrates curriculum development with student-centered instruction by engaging learners in meaningful projects. This model emphasizes autonomous inquiry, critical thinking, and the construction of

	knowledge through sustained exploration. Learning culminates in the development of realistic, student-generated products that reflect deep understanding and application of content.
Gamification	Gamification in learning involves using game mechanics like point-scoring and rewards to make learning more engaging and fun. It aims to create meaningful learning experiences by tapping into students' natural desire for competition and achievement.

**Student Assessment strategies/methods to verify and ensure students' acquisition of Program Outcomes:**

**Student Assessment strategies/methods:**

Assessment Methods	Definition of Methods
Quizzes, drills and practice tests	<b>Quizzes, drills, and practice tests</b> are commonly used as tools for formative assessment. Drills typically involve a verbal question-and-answer exchange conducted during classroom or practical sessions. Quizzes and practice tests are shorter versions of written examinations, designed to help students prepare for summative assessments.
Direct observation	<b>Direct observation</b> is utilized for both formative and summative assessment. In this method, the teacher directly observes the student while performing clinical skills, either in a clinical setting or a skills laboratory. During the observation, questions may be posed to assess the integration of knowledge, skills, and attitudes. The teacher evaluates and scores the student's competency in key skills using a structured observation checklist.
Written exercises	<b>Written exercises</b> involve requiring students to read a given text and respond to related questions in order to assess their comprehension and understanding of the material.
Objective written examination	<b>Objective examinations</b> are assessments designed so that equally competent scorers will assign the same scores to student responses. They typically include formats such as multiple-choice questions, matching items, true/false statements, and short-answer questions.
Project report	<b>A project</b> involves completing a task such as conducting a community survey or participating in a healthcare team

	activity. Upon completion, students are required to present a report detailing their work. The project report is evaluated based on clearly defined and structured assessment criteria.
Case studies	<b>Case studies</b> typically begin with a variable amount of background information, followed by a series of questions. They are designed to simulate problem-solving processes or clinical decision-making scenarios.
Clinical scenarios on simulated patients	<b>Clinical scenarios involving simulated patients</b> are often part of the Objective Structured Clinical Examination (OSCE). These scenarios typically begin with a limited amount of information, followed by a series of questions. A <b>simulated patient (SP)</b> refers to an actor or trained individual who portrays a patient in a standardized and consistent manner, presenting specific medical histories and physical findings. Such scenarios are designed to allow students to demonstrate a range of competencies, including health assessment, communication skills, application of ethical principles, problem-solving, clinical decision-making, and patient education. Student performance is evaluated using structured tools such as rubrics and rating scale observation checklists.
Objective Structured Clinical Examination (OSCE)	<b>The Objective Structured Clinical Examination (OSCE)</b> is an assessment approach used to evaluate the clinical competence of undergraduate health science students in a comprehensive, consistent, and structured manner. It emphasizes objectivity by employing an examination format in which students rotate through a series of stations, each designed to assess specific clinical tasks. This structured circuit increases the reliability of the assessment. Student performance is evaluated using standardized tools such as rubrics and rating scale observation checklists.
Oral examination	<b>Oral examination</b> involves a brief dialogue between the examiners and one to three students, during which the examiners pose probing questions to explore the students' reasoning processes and depth of understanding related to the subject matter. Oral examinations are used to assess both intellectual and transferable skills.
Project- based oral examination	<b>Project-based oral examinations</b> are a form of structured oral assessment in which students present and discuss their project report. This format allows evaluators to assess the student's understanding, analytical skills, and ability to articulate and defend their work.
Rubric	A rubric is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score.

	<p>Using a set of criteria and standards (directly tied to the stated learning objectives), educators can assess each student's performance on a wide variety.</p> <p>A good rubric also describes levels of quality for each of the criteria .</p> <p>These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1) under mechanic</p>
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## ▪ Attendance and Completion Requirements

### **Complete 144 credits certified successfully.**

- Meet the requirements of the university and the requirements of the college courses.
- Pass internship program year (Obligatory training year).
- Pass all nursing subjects by 60% grades for each training area separate

### **A. Attendance**

1- A registered student must attend lectures and practical sessions. If her attendance at any class falls below 75% during a semester, she will be forbidden to take the final examination of that course. A student who is debarred from taking an examination due to absenteeism will be considered as “Failed” in the course. The vice dean of student affairs will approve the list of debarred students, which will then be submitted Faculty Council. so that the failed course will be calculated within the student’s semester and cumulative GPA for purpose of warning and subsequent dismissal.

2- A written warning system has been formed in the College to keep track of student’s absence, including 1st, 2nd and 3rd warnings as follows:

- 1<sup>st</sup> warning is given when it is noticed that the student absenteeism rate reaches 10% in a certain course.
- The 2<sup>nd</sup> warning is given when the student absenteeism rate reaches 15% in a certain course.
- The 3<sup>rd</sup> warning is given when the student absenteeism rate reaches 20% of a certain course.
- Warnings will be automatically generated and sent to students by official e-mails.

- Excuses for 25% absenteeism in any given course is only considered by university council or their representatives; based on that the student might exceptionally allowed to sit for the final written exam for that course.

## **B. Progression from year to year**

**The policy states that:** A student should fulfill clinical and laboratory requirements which are stated by the responsible division. If these requirements are not fulfilled the student will not be allowed to sit for the final exam, and he/she must restudy the course and sit for the re-sit for the final exam.

### **Evaluation and Examinations:**

- 1- The college council based on recommendations from the Department concerned specifies a score for the semester work, ranging between 40%-60% of the course's overall score.
- 2- Final exams are held at the end of each semester. The College Council, based on the recommendations of the concerned Department Council, may include oral or practical tests in the Final Examination.
- 3- A student who fails to attend the final exam of a course or part of it "written, practical or clinical" will be regarded a failure in that course, and the faculty board has the right, in extreme necessity, to accept his emergent excuse and allow for a re-sit exam, and in that case he/she will be granted the grade he/she has achieved after the examination.
- 4- Continuous assessment marks include practical, clinical, or any class activities.
- 5- The evaluation of student success is estimated for each course and study level as follows:

## **C. The student's evaluation based on their GPA and CGPA throughout numerical grading:**

<b>Evaluation</b>	<b>Grade</b>	<b>Values of Points</b>	<b>Symbol Grads</b>	<b>Numerical Grads</b>
<b>Very high achievement</b>	<b>A+</b>	4.0	High Excellent	90% and more
	<b>A</b>	3.6	Excellent	85 up to less than 90%
	<b>B+</b>	3.3	High Very Good	80 up to less than 85%
<b>Satisfactory Performance</b>	<b>B</b>	3.0	Very Good	75 up to less than 80%
	<b>C+</b>	2.6	High Good	70 up to less than 80%
	<b>C</b>	2.3	Good	65 up to less than 70%
	<b>D</b>	2.0	Satisfactory	60 up to less than 65%
<b>Fail</b>	<b>F</b>	0.000	Failed	Less than 60%

## 8. Program Key Performance Indicators (if any)

No.	Performance Indicator	Target Level	Method	Measurement
1.	Number of students enrolled in the program (total – new) over the last 3 years	keep enrollment stable with no more than a 5% drop	Admission record analysis	Enrollment records
2.	Percentage of students completing the program within minimum duration	≥ 70–80%	Graduation time analysis	Student academic files
3.	Number of international students enrolled to the program	Increase at least 5% from the previous year	Student demographic analysis	Student affairs records
4.	Student satisfaction with educational support services	≥ 85% satisfaction	Student surveys	Student satisfaction survey
5.	Student satisfaction with teaching, learning, and assessment methods	≥ 85% satisfaction	Regular feedback surveys	Quality assurance surveys
6.	Employer satisfaction with graduates' skills	≥ 80–90% satisfaction	Employer surveys and interviews	Employer feedback survey
7.	Student satisfaction with academic advising	≥ 85% satisfaction	Advising satisfaction survey	Student survey
8.	Percentage of students participating in extracurricular activities	≥ 20–30%	Participation tracking	Youth welfare records
9.	Student-to-faculty staff ratio	1 : 50 for theory courses & 1 : 15 for clinical/skills-based courses	Teaching load analysis	HR database
10.	Faculty trained in assessment and question banks	≥ 90% of faculty trained annually	Training record review	Workshop certificates
11.	Percentage of graduates employed within one year of graduation	≥ 80–90%	Graduate follow-up survey	Graduate follow-up survey

Name & Signature

Program Coordinator

Name & Signature

Vice Dean for Education and Student Affairs

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قرار مجلس الكلية رقم ٩٠١٦  
تاريخ ١٦/٩/٢٠١٣

للعرض على مجلس الكلية

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