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| --- | --- | --- |
| **Approved Date:**  |  | **Philadelphia University** |
| **Issue: One** | **Faculty:** Business |
| **Credit Hours:** 3 hours | **Department:** Business Administration |
| **Degree:** Bachelor | **Course Syllabus** | **Academic Year:** 2024/2025 |

**Course Information**

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| --- | --- | --- |
| **Prerequisite**  | **Course Title** | **Course No.**  |
| **39 hours** | **Quality and Excellence Management** | **0330310** |
| **Room No.** | **Class Time** | **Course Type** |
| **32202** | **11:15-12:45** |  University Requirement  Faculty Requirement Major Requirement  Elective  Compulsory |

|  |  |
| --- | --- |
| **Hours No.\*** | **Course Level\*** |
| **90** | * 6th 7th  8th  9th
 |

\*According to JNQF standards

**Instructure Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **malnadi@philadelphia.edu.jo** | **Mon, Wend****11:00-12:45****Sun, Tue****9:30-12:45** | **2558** | **32420** | **Dr. Mohammad Alnadi** |

**Course Delivery Method**

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| **Blended Online Physical** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Percentage** |
| **100%** | **--** | **--** |

**Course Description**

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| The Quality and Excellence Management course provides students with a comprehensive understanding of the principles, tools, and practices essential for achieving and sustaining high levels of quality in products, services, and business processes. Additionally, it helps current and future quality controllers gain the aptitude they need to achieve organizational excellence. Students will learn to: design and implement quality management systems, analyze and improve organizational processes, appling metrics to measure performance and customer satisfaction, and drive organizational excellence through a culture of continuous improvement and innovation. |

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program Outcomes**  | **Outcome** | **Number** |
| **Knowledge**  |
| **Kp1** | Identify the main total quality management concepts and tools, and how organizations can integrate these tools to enhance product or service quality, improve operational efficiency, and maintain competitiveness. | **K1** |
| **Kp3** | Develop an understanding of total quality management standards in service and manufacturing organizations. | **K2** |
| **Skills**  |
| **Sp1** | Ability to write effective quality management plans, reports, and case studies on quality management practices through clearly presenting information, analysis, and recommendations. | **S1** |
| **Competencies** |
| **Cp3** | Design and propose initiatives for integrating sustainability into quality management practices, including resource optimization, waste reduction, and sustainable sourcing. | **C1** |

**Learning Resources**

|  |  |
| --- | --- |
| * Goetsch, D. L., & Davis, S. B. (2021). Quality management for organizational excellence: Introduction to total quality. pearson.
 | **Course Textbook** |
| 1. [Handbook of healthcare quality & patient safety](http://library.philadelphia.edu.jo/scripts/minisa.dll/144/LIBCATA/AR_DET%0AAIL/ACCESSION_NUMBER%2B149842?SESSIONSEARCH), Girdhar J. Gyani (ed.) Alexander Thomas (ed.). 2014.
2. [Quality management in hospitals](http://library.philadelphia.edu.jo/scripts/minisa.dll/144/LIBCAT/EN_DETA%0AIL/ACCESSION_NUMBER%2B149887?SESSIONSEARCH), S. K. Joshi (Author), 2014.
3. Introduction to Health Care Management, Buchbinder, Sharon Bell, Nancy H., Shanks and Bobbie J., Kite, Burlington, MA, Jones & Bartlett Learning, 2021.
4. Total quality management - concepts and applications, Dr. Mahfouz Ahmed Jouda, 2018.
 | **Supporting References** |
| * <http://hcac.jo/en-us/Accreditation/HCAC-Accreditation>
* <https://www.ache.org/pubs/White%20Sample.pdf>
 | **Supporting Websites**  |
|  **Classroom**  **laboratory Learning Platform Other**  | **Teaching Environment**  |

**Meetings and Subjects Timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Task** | **Learning Method\*** | **Topic** | **Week** |
| Syllabus | * Introduce the instructor
* Meet students
* Class ground rules
* Syllabus introduction
 | Orientation | **Course introduction** | **1** |
| Chapter 1 |  | * Lecture
* Collaborative learning
 | -Introduction of Total Quality Approach to Quality Management. | **2** |
| Chapter 1 |  | * Lecture
* Problem solving based learning.
 | - Quality culture: changing hearts, Minds, and attitude. | **3** |
| Chapter 6 | * Group Discussion: Startigic planing tools
 | * Lecture
* Collaborative learning
 | - Strategic Management: Planning and Execution for Competitive Advantage. | **4** |
| Chapter 4 |  | * Lecture
* Collaborative learning
 | Customer Satisfaction, Retention, and Loyalty | **5** |
| Chapter 7 | * Quiz
 | * Lecture
* Collaborative learning
 | Employee Empowerment | **6** |
| Chapter 5 | * Discussion
* Brainstorming: Differences between leaders and managers.
 | * Lecture
* Problem solving based learning.
 | Leadership and Change | **7** |
| Chapter 3 | Mid Exam | * Lecture
* Collaborative learning
 | Team Building and Teamwork | **8** |
| Chapter 7 |  | * Lecture
* Collaborative learning
 | Effective communication | **9** |
| Chapter 7 | * Homework.
 | * Lecture
* Collaborative learning
 | Overcoming Politics, Negativity, and Conflict in the Workplace | **10** |
| Chapter 10 |  | * Lecture
 | Continues improvement  | **11** |
| Chapter 12 | ⚫Oral presentations of main total quality tools. | * Lecture
* Collaborative learning
 | Overview of Total Quality Tools  | **12** |
| Supporting referrance , book (4)/Chapter 8 |  | Flipped classroom | Problem Solving and Decision Making | **13** |
| Chapter 8 | * Group Discussion: Just in time philosophy
 | Flipped classroom | Just-in-Time | **14** |
|  |  |  | General Review with students to identify the extent to which the expected learning outcomes have been achieved. | **15** |
| **Final Exam** | **16** |

\*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

**Course Contributing to Learner Skill Development**

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| --- |
| **Using Technology**  |
| * Students will use several offline software (i.e Microsoft Office) to deliver their presentations.
* Students will use the internet search engines to capture needed data and information to perform their assignments.
* Students will use electronic email to submit the required documents.
 |
| **Communication Skills**  |
| * Students will develop their verbal and nonverbal communication skills by participating in classroom activities, group work, and presentations.
 |
| **Application of Concept Learnt**  |
| * Students will reflect on the acquired knowledge of management concepts, principles, and models using adult learning methods (i.e Experiential and project-based learning)
 |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Course Outcomes** **to be Assessed** | **Assessment Time****(Week No.)** | **Grade** | **Assessment Methods** |
| **K1, K2, S1** | **8th week** | **30 %** | **Mid Term Exam** |
| **K1, K2** | **10 %** | **6th week** | **Quiz**  | **30 %** | **Term Works\*** |
| **S1** | **10 %** | **10th week** | **Homework**  |
| **S1** | **10 %** | **12th week** | **Report Writing & Presentation** |
| **K1, K2, S1, C1.** | **16th week** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

 \* Include: quizzes, in-class and out of class assignment, presentations, reports,

 videotaped assignment, group or individual project.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| * Exam
* In-class Activities
 | * Lectures
* Class discussion
 | Identify the main total quality management concepts and tools, and how organizations can integrate these tools to enhance product or service quality, improve operational efficiency, and maintain competitiveness. | **K1** |
| * Exam
* In-class Activities
 | * Lectures
* Class discussion
 | Develop an understanding of total quality management standards in service and manufacturing organizations. | **K2** |
|  **Skills**  |
| * In-class activities
* Report Writing & Presentations
 | * Class discussion
* Flipped classroom
 | Ability to write effective quality management plans, reports, and case studies on quality management practices through clearly presenting information, analysis, and recommendations. | **S1** |
|  **Competencies** |
| * In-class activities

Report Writing & Presentations | * Class discussion
* Problem solving based learning
 | Design and propose initiatives for integrating sustainability into quality management practices, including resource optimization, waste reduction, and sustainable sourcing. | **C1** |

 \*Include: lecture, flipped class, project-based learning, problem-solving-based learning, and collaboration learning.

\*\* Include: quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignments, and group or individual projects.

**Course Polices**

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| --- | --- |
|  **Policy Requirements** | **Policy** |
| The minimum pass for the course is (50%) and the minimum final mark is (35%). | **Passing Grade** |
| * Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark.
* Anyone absent from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the date of the excuse’s disappearance, and in this case, the subject teacher must hold a compensation exam for the student.
* Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights. | **Academic Integrity** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Targeted Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| **75% of students score 7 or higher on the performance assessment scale.** | **Essay evaluation** | **Quality and Excellence Management** | **Describes professional knowledge of quality standards and accreditation in business organizations.** | **KP3** |

**Description of Program Learning Outcomes Assessment Method**

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| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| **A ten-mark essay assessment in the twelfth week of the semester.** | **KP3** |

**Assessment Rubric of the Program Learning Outcomes**

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| The rubric assesses key dimensions of the subject while ensuring clarity, coherence, and academic rigor in the essay writing process. **Criteria:** Understanding of Key Concepts, Application of Concepts, Critical Thinking and Analysis, Use of Supporting Evidence, and Clarity and Communication.**Scoring Levels:**Excellent (5 points), Proficient (4 points), Adequate (3 points), Needs Improvement (2 points), Unsatisfactory (1 point). |