HRMARS
Exploring Intellectual Capital

Survey of the Awareness of Faculty Members of Islamic Azad University of Zanjan, Curriculum Development and Presenting Guide Pattern[1]

Masoumeh Sadat Abtahi

Department of Education, Zanjan Branch, Islamic Azad University, Zanjan, Iran
E-mail: m.abtahi2008@gmail.com

Abstract:

This study investigated the knowledge of the main axes of Zanjan Islamic Azad University faculty and curriculum guide development model is formed. In this context, knowledge of the elements of the curriculum (including needs assessment, selection, training objectives, content selection, content organization, style, delivery time, utilization and evaluation of educational technology) development process was examined based on the strengths and weaknesses which were observed, curriculum development model, is designed for use by faculty members. present research, research field that it statistical society all the members of the University of free scientific The number of Islamic of Zanjan 640 members that after determining the volume of an example, 150 members of the scientific method with the use of simple abstract were elected. Data collection, the questionnaire was designed by the researchers is that the validity and reliability (0/91 and 0/91) was used for faculty research finding that the knowledge needs of the various elements, selection of targets training, selection of content, organization, style, content, content presentation, use of instructional technology and educational evaluation is oriented toward the middle, but faculty members' knowledge of the curriculum development process models and theories based on the curriculum suitable and low. With regard to the fact that skill compilation of the curriculum one of the basic skills required and each of the members of the Scientific and this is only in the realization of the ideal method to be of level of knowledge members in c. above average be necessary conditions required for promotion of his level of knowledge and skill of the members of the board of scientific The main pivots provides lesson of planning.

Key Words: the Curriculum University, the members of the scientific program of curriculum elements.

Introduction:

With the rapid development of science and technology, modern societies are increasingly diverse, complex and have evolved. Consistent with this change, the process of preparing young

---

[1] This research was supported by Islamic Azad University- Zanjan branch

people for life as independent thinkers, useful and productive citizens and future leaders should be changed. But the process of change in educational activities requires a change in attitude and perception curriculum design and implementation, revision of curricula and textbooks. Without changing the structure of the educational system and educational activities in the process of preparing the younger generation would be almost impossible. (Saketi, 2009:53-54) to cause the development of society through the creation of a knowledge society and the environment, is the main mission of higher education (Stark and Lawter2010:33-43, Wood Davis, 2009: 123). Four main objective of this mission is derived:

- Motivate people to develop their potential to the highest level of elegance and updated throughout life, so that they constantly grow and flourish.

- And professional people to work with, so that could have contributed to the community through the effective way to achieve their goals and aspirations are.

- Recognition of Science and advancing the frontiers of science, because science and promoting science to benefit the economy and society, so that the foundations of today's knowledge economy needs at the local, national, regional and international levels provide.

- Restoring essential role in the formation and development of a democratic and civilized society and thinker (Mahmoudi, 2004)

Anis, Lippmann and Powell (Shabani, 2009:5) the changes, challenges and new approaches to science education believe that thoughtful people, search, creative and critical education in the higher education system should be the first choice.

  "Plan to achieve these worthy goals, need to revise the curriculum and gives advice on how to design and develop applications. This means using all methods considered superior education and dynamic role of the teacher as the driving mechanism is » (Tumbz, faieroder and emenwachen, 2010:31).

The transformation of the higher education system cannot be programmed unless the culture, such as education, as how the way of life becomes (Davari ardekani, 2010:8). Many of the research on the important role the members of the scientific curriculum in planning have stressed out and a member of the board As one of the scientific basis of the important lesson planning they know why they nearest people to Have students go to their needs and interests are well aware and also a good comprehensive knowledge about teaching and Learning methods and present-learning. (Grunwald, HD & Peterson, 2008:178,, 2009:123 Julden zoof, & kimberelly, Spronken & Harland 2009:28, Gilcherist & Gilcherest, 2009:151)

Braskam Larry (2010), believes that faculty members can be developed and revised curriculum, developing training materials, handbooks written and produced educational software, textbooks and textbook authoring and editing them, organizing and evaluating the studies - research and evaluation activities, research activities, students and supervising and directing students to role-play. (Noruzzadeh &Fathi Vajargah, 2008:118 ،43:Juarez,2009، Fiske,2004:38)

Mystic (Arefi, 2004) in research, integrative approach - disipline, citizenship, democratic and humanistic and social change as the most important cognitive process in all aspects of program content, teaching methods and assessment offered to suit the current needs. Saki (Saki, 2009) in your research concluded formation Council CURRICULUM DEVELOPMENT Group, with presence specialist, in curriculum planning and educational is essential, and existing resources Courseware should also about revises suggested .. "Curriculum in the country at present, the main attention is focused exclusively authored textbooks or curriculum framework, a

phenomenon unknown or relatively unknown. (Mehrmohammadi, 2010:380). Skills while developing the curriculum, the professional skills necessary for faculty members to be able to design curriculum based on curriculum and academic education, the environment and climate characteristics and circumstances of your education (student characteristics conditions and requirements surrounding community, specialized knowledge, etc.) should be modified or developed (Florestal & Cooper, 2008:521, Karlsen, 2009:125) In this regard the curriculum guide special importance of the model compilation of; the position with regard to the importance of The members of the scientific system in lesson planning higher education and the role of professional arisen from this group as Small program lesson in the scene action researcher to seek the following questions:

- To what extent is the Knowledge of faculty members' educational needs "?
- how much is Knowledge of faculty members' of the choice of educational goals "?
- how much is Knowledge of faculty members' of the choice of content "?

Research Methodology:

Since this study identified important part of a comprehensive understanding of the purpose and results provide a complete picture of the structure and at the same time, the study of the field. Statistical society present researches to all members of the board of scientific Islamic Azad University of Zanjan to that the number of 640 persons and in 6 faculty and 29 educational group activities. Notice that with attention to the variable of professors' invitees and their lack of access to research results lack stability, only the members of the scientific all the time and Half Time University statistical society present research formed. Based on this number of 150 persons present research as an example were chosen in this research of the table numbers For example making an accident has been used; Working method was as follows that to each of the names of the members of the scientific list, a number allocated to. Then the field (three-digit) and to determine the random number table, were considered. At this point, numbers less than or equal to the mother, the number assigned to the sample form. The values obtained (number per member), faculty members comprising 150 samples were identified. Methods of data collection, the researcher made questionnaire containing 52 kinds of regular course of its 16 sub-sections, including several in which the knowledge of the faculty, the curriculum process elements were measured, Also it is worth mentioning that the issue of the curriculum questionnaire main pivots and under collections of it It is in the design questionnaire option are designed to have the amount of knowledge of the members of the board of scientific elements in this regard and the process for planning curriculum in five level, middle class, at least a little bit and the lack of knowledge, The coefficient of narrative questionnaire hope mathematics, (91/0) and the coefficient of teams by the use of the coefficient of Spectrometer fro Bach 96/0. Data analysis of the ANOVA test (Anova) was used.

Results:
- Knowledge of the main axes of the faculty curriculum
A) knowledge of the educational needs of the faculty members is to what extent?

Table 1: Statistics of ANOVA tests on members' awareness of educational assessment.

p	F	Average square	df	Square	Source of the change
.0157	.187	198.567	2	397.133	Between-group
		338.073	115	38878.435	Inter group
			117	39275.568	Total

The results have shown that the difference between the groups is not meaningful. (187, 0, 2 and 115 df) and the difference between Average scores Educational instructor, in between the groups of the meaning of the level (05/0 and >) has no grows, this means that the levels of The amount of different awareness of the members of the scientific board of the educational instructor have different meaning, There are meaningful difference between respectively regard to the distribution of abundance, The amount of knowledge of the members of the scientific training of the instructor tends to the average.

(b) What is the amount of goals that The members of the scientific knowledge has to choose?

Out of 150 members, knowledge of how the targets in 64 patients (3/40%), low 82 (9/56%), moderate in 4 patients (8/2%) was high for the calculation of the test, significant the difference between different levels of knowledge of how the goals of faculty members is discussed.

Table 2 One-way ANOVA statistics on members' knowledge of how the targets

p	F	Average square	Df	Square	Source of the changes
.0351	.600	202.672	2	405.344	Between group
		338.002	115	38870.224	Inter group
			117	39275.568	Total

The results show that there is no significant difference between groups. (6/0 = f, 2, and 115 = df) and how to score goals difference among the groups (05/0p>) is not significant between the different levels of faculty awareness of how the targets, so that there is no significant difference in the frequency of faculty members' knowledge of how the goals, which tend to average levels.

C) Knowledge of how faculty members choose how much content is?

Of the 150 faculty members, the knowledge of 1 (7/0%) very low, 66 (7/41%), low in 78 cases (2/54%) moderate and 5 (5/3%) was high and significant differences among the different levels of knowledge of the members are as follows:

Table 3: ANOVA test statistics on members' knowledge of how to select content

p	F	Average square	Df	Total square	Sources of changes
.022	3.344	1058.865	3	3176.594	Between group
		316.658	114	36098.973	Inter group
			117	39275.568	Total

The results show that the difference between groups is statistically significant. (34/3 = f, 3, and 114 = df) and mean differences between groups on how to select the content level (05/0p <) is meaningful. Thus, between different levels of staff awareness and knowledge of how to select content significant differences between members, which tend to average levels.

D) Knowledge of how faculty members organize content is to what extent?

Of the 150 faculty members, the knowledge of 1 (7/0%) very low, 48 (2/29%), low 99 (8/68%) moderate, and 2 patients (4/1%) was high. And significant differences among the various levels are as follows:

Conclusion:

Knowledge of faculty members from the main axes curriculum, with the aim of understanding the strengths and weaknesses of this model university curriculum guideline has been made.   In this study were not the main focus of which are discussed below: Key component of the curriculum or the assessment, it was moderate knowledge of faculty members. That students' attitude towards a particular subject or field of study in which they can learn what the impact of this on the process in curriculum planning, (whether designing new curriculum or change the existing curriculum) are required. In these Attitudes of students has been considered in selecting or revising curricula."The needs of the students, the hardest part of the curriculum because teachers at universities, groups of uncooperative students are confronted with increasingly hand and on the other hand, however, be due to legal issues such as occupational health and equal opportunities to consider »(Elbaz, 2008:43). On the other hand, "the process of curriculum with a variety of cultural, social, political and cultural process, which is the social and political needs of the community to step forward to serve the higher education programs and responding to real needs of the community. (Behrman & colligue, 2002:19, Tamukong, 2010:53) In this study, the faculty members indicated that the problem was that, at the present status of the faculty about the needs of the curriculum, trying to identify better to perform better headline course, while in good condition, expected Most of the faculty members of their role in the project as an ideal situation and improve the curriculum is to adjust their curriculum to global experiences in education rely. These findings with the results (Maleki, 2006) (Momeni mahmouei, 2003) (Fathi vajargah, 2009), (Kenen & neiuble, 2010), (Diamond, 2009), (Tamukong, 2010), (2010, Florestal & Cooper) (Mazzoli, 2007) is alignment.

Educational targets, the other major component of this research was to study the sources of educational objectives have been developed, which included teachers and faculty colleagues, knowledge, skills, attitudes, thinking and problem solving achievement, interests, needs and characteristics of students, subject matter (specialized knowledge), social needs, educational

services and targets business customers or groups of schools. Highest level of knowledge and expertise on the subject source got back (4/50% moderate and 2/36% high) and commercial consumers of educational services had the lowest awareness (2/60% lack of awareness or lack of awareness), whereas One of the main tasks and objectives of the curriculum of higher education, the world of work and industry requirements. Guide to Teaching and Learning in Higher Education, Unesco (Unesco ,2009:3-7) stated: "The decision was taken at a conference in Palermo, claiming that higher education institutions should be your long-term orientation are based on social needsthe students select and tune. However, due to the different domains of knowledge, skills, and emotional and behavioral combination is very important in order to achieve the proposed objectives. While the results of this study show that the 3/62% of members on the issue of affective domain teaching goals, and are not aware of or have little knowledge. The 4/60% of the members on the importance of mental skills areas - the motor, the formulation of educational goals, or are not aware of their knowledge level is low. These findings with the results (Shariatmadari, 2004), (Mirzabeigi, 2009), (Limbach & Colligues, 2009), (Hoerr, 2010) in line with findings (1996, Lenno & Smith) is non-aligned. Component selection, content, and other topics discussed on the basis of the results of the faculty members' knowledge in this area have been moderate. But it should be mentioned that the amount of the members of awareness to the importance of the proportion content with the needs and interests Students in 50% of them and also amount of awareness to the importance of content consistent with the principles of the philosophical and religious In 3/69% of the members and the amount of the awareness to circulatory in the use of educational content in 1/65 the members of the c. is not good and the lack of awareness or consciousness of members of the board of science in this regard. The condition of the existing plays the role of the members of the scientific content about the election so that inspired by the rubric lesson Choose materials design plans, while waiting for more members of the his role as Status of desired content about the election is that based on scientific advances, needs of social status of students the content choose design plans. This finding, along with the results (Moumeni mahmuei, 2004), (Fathi vajargah, 2009) (Kenen & neiuble, 2010) (Diamond, 2009) and consistent results - and (Segal, 1997) is non-aligned.

This illustrates the point that the current status of the faculty members on the use of technology in instruction follows, which means the module is used for the headlines are necessary, but in good condition. Expect most members of Jobs in the use of technology in teaching is the means to use that benefit the academic experience has shown. These findings with the results (Fathi vajargah, 2009) (Vaziri, 2008) (- Justic, 2010) Hmsvst other factors examined in the present study was to determine the minimum level of knowledge about evaluation (7/61%) than There was an important diagnostic evaluation. The results of the present situation (4/61%) members of the Planning Limited, spread or contingency paid and most of the faculty is that the test course set in a way that highlights the lessons it contains are also ideal situation, waiting for them is that an evaluation of the scientific advances necessary social and students' ability to prepare and implement. These findings with the results (Abasszadegan, 2009) (Fazeli, 2008) (Fathivajargah, 2009) He is with the results (Sharafi, 2000) is non-aligned. Examine another important component in the research process planning Results suggest that, in the current situation a commitment to the program (53/28%) and role within the approved plan and outline introduced (69/46%) is observed, and the teacher's freedom of

action is of a low. In the ideal situation, expect more faculty members, participation in the production of curriculum, plan-wide (39/47%) and contingency (7/3%) and playing a more active role with regard to the three sources of community needs conditions for students and professional days.

According to the results, the model curriculum development in the understanding of the current state of knowledge and the abilities and weaknesses of faculty members in professional curriculum, pattern clear, practical and efficient practice for members to be.

HSD Shefeh			
Significant	The average Difference (I-J)	(J)	(I)
0.028	0.308	To improve and develop guidelines for the assessment	Faculty awareness of the needs assessment training
0.830	0.123	More valuable for the assessment of creativity	
0.000	0.582	The domestic context for learning	
0.867	-0.114	Promote interaction and communication skills.	
0.016	0.327	select correct model of a value network services to interact with students	
0.028	-0.308	Determine the value of the teaching	Faculty awareness of how targets
0.440	-0.186	Create the conditions for internal development purposes	
0.075	0.273	Establishing goals for learning	
0.000	-0.423	Promote interaction and communication skills	
1.000	0.018	Create or select the correct model of the interaction with professors	
0.830	-0.123	Select a value to specify the content	Faculty with the knowledge of how to select content
0.440	0.186	Guidelines for the development of initiatives to improve the content	
0.000	0.459	Internal platform for content creation for learning	
0.176	-0.237	Promote interaction and communication skills.	
0.329	0.204	Create or select the correct model of the interaction with professors	
0.000	-0.582	Specifying the content organized	Faculty awareness of ways of organizing content
0.075	-0.273	Develop innovative strategies to improve the organization and presentation of content	
0.000	-0.459	The domestic context for organizing content	
0.000	-0.696	Promote interaction and communication skills	
0.118	-0.255	Create or select the correct model of the interaction with professors	
0.867	0.114	Specify the content and evaluation	Amount

0.000	0.423	Guidelines for the development and innovation in order to improve the content and evaluation	of member's awareness scientific board technical practices from adjust the time and utilization of technology
0.176	0.237	Internal platform for content creation and evaluation	
0.000	0.696	Consistency in content presentation and evaluation of a joint interdisciplinary	
0.000	0.441	Create or select the correct model of the interaction with professors	
			Amount of member's awareness scientific board technical practices from adjust the time and utilization of technology
1.000	-0.018	Guidelines for the improvement and development of technology innovation and the use of time	
0.329	-0.204	Provide additional services for more precious time and technology	
0.118	0.255	Establishing appropriate internal boundaries of time and technology	
0.000	-0.441	Promote interaction and communication skills.	

Figure 1: Model Curriculum and Instruction Process Engineering faculty and curriculum development for university teachers

Acknowledgement:

Corresponding Author

Masoumeh sadat Abtahi
Department of Education, Zanjan Branch, Islamic Azad University, Zanjan, Iran
E-mail:m.abtahi2008@gmail.com

References:

-Abasszadegan,M. (2009). Analysis of funding performance of public Universities. *journal of Research and planning in higher education,14(2),*12-17

-Ahmadi,p.(2010).A survey of intraction between higher education and other systems.*journal of research and planning in higher education,15(18),*87-124

- Ahmadzadeh,N. (2005). A survey of curriculum Development for vocational in highger education. *M.S Thesis*, Tehran:Shahid Beheshti University,42-76

-Aghdasi,M. (2002).Participation styles of faculty members in postgraduatecurriculum development.*Thesise for ph.d*,Tehran:Alameh tabatabaei University,23-90

-Arasteh, H.(2006).Higher education,past,present,future.*Higher education Chalenges in Iran ceminar's,Teran,Shahid beheshti University*,36-47

Doctoral desertation,Tehran:Tarbiat modares University,68-89.- Arefi,M. (2004). A survey of curriculum Development for educational courses in Iran

-Behrman,J.R & Deolahikar.A.B &Soon,L.Y. (2002). Conceptual issues in the role of education decentralization in promoting effective schooling in Asian developing countries.*http://www.adb.org/Documents/ERD/working_oapers/wp022.pdf*

- Burnes,S.T & Sinfield,T.T. (2010). Slouching toward decentralization:Consequences of globalization for curricular control in national education systems. *Journal ofcomparative education review,Vol58(4)*, 5-16

-Cohen,R.M. (1995). understanding how school change really happens. *Journal of curriculum inquarry,vol3(2)*, 22-33

- Davari ardekani,A. (2010). Optimal pattern for higher education.*Journal of Rahyaft,31(10)*,7-12

- Diamond,A.C. (2009).Deregulation And desenteralization of education in Jepan.*Journal of educational administration,52(7)*, 54-61

- Elbaz,F.(2008).Teachers participation in curriculum development. In Lewy,A(ed),*International encyclopedia of curriculum*.Oxford,pergamon.p.p365-367

University- Emamjomeh,M.(2006). A survey of curriculum planning in higher education in Iran, *M.S Thesis,Tehran: tarbiat modaress*

Fazeli,A. (2008). *Globalization and higher education*. Tehran:Amirkabir publication,10-44

Fathi vajargah,K. (2009). The major of Chalenges in higher education. *Journal of Curriculum studies,12(5)*,60-88

-Fiske,E.B.(2004). Decentralization of education:politics and consensus.*http://siteresources.worldbank.org/…/547664099080000281/Des_education_politics_consensus_EN96.pdf*

-Florestal,k &Cooper,R.(2010). Decentralization of education:legal issues*. http://siteresources.worldbank.org/.../2782001099079877269/5476641099080000281/_Decent_ed_legal_issues_EN97.pdf*

- Gilcherist,L.M & Gilcherest, N.L.(2009) A curricular co curricular approach to student leadership development. In *www.aabri.com/rhej.html*. *Research in higher education gournal.vol3(1)*, 147-156

-Grunwald,H.D & Peterson,W.M.(2008).instructional design, development, and contextexperitise:A model for cross cultural;collaboration.*journal of research education,vol33(5)*, 163-182

-Hoerr,J.D.(2010).School Improvementin Taiwan –problems and possibilities.Taipei , Taiwan ROC. *Paper presented at international congress for school effectiveness and imporovement Hong kong*

-Jacobson,H.G &Berne,L.D.(2009). Program level curriculum planning. *Journal of research in higher education*, vol38(18),141-153

-Juarez,G.M.(2009). Desentralization of education and institutional change. A look at Mexico.*http://www.fas.harvard.edu/drclas/publications/revista/education/Juarez.htm*

-Julden zoof,A.G &kimberelly,B.B.(2009). curriculum restructuring in higher education in post apartheid south Africa. Education policy unit,*International journal of education*,vol23(7),123

- Justic,C.R.,Rice,M.K.&Roy,D.H.(2010).Decentralization in educational govrnance and management.*The international Encyclopedia of education*.London:pergamon press publication

-Karlsen,G.E.(2009). Decentralized-Centralism.Governance in education:Evidence from Norway and British Columbia,Canada.

http://www.umanitoba.ca/publications/cjeap/articles/karleson.html

-Kenen ,R.G & neiuble,K.L.(2010).Education decentralization in Latin America:lesson learned.*international journal of educational development*,*35(8)*, 253-264

- Kirkgoz,L.H.(2010).Callenge of developing and maintaining curriculum innovation at higher education. *International journal of education,34(6),*67-72

- Lee,J,M.(2009). National and school based curriculum development.Unesco, *international Institute for educational planning*.p,p:3-9

-Lenno,M.L & Smith,G.F.(1996).*Encyclopedia of distance education*,vol1.Anomal publication.pvt.ltd.p243

- Limbach,A.L.,Barbara,K.L.,&Mayes,T.D.(2009).Five Steps of critical thinking in higher education. *Journal of educational traning,Vol21(6)*, 33-42

Maleki,H. (2006). *higher education in 21's century*. Tehran:Astan ghods razavi publication ,32-80

Manteghi,M. (2009). *University and society*. Tehran:institute for research and planning in higher education,42-61

-Marchelli,H.G.(2009). Decentralization and privatization of education in Elsalvador. *http://www.ncspe.org/publications_files/746_OP19.pdf*

- Mazzoli,J.A.(2007). *Faculty perceptions of influence on the curriculum in hihgher education*.London:Heineman educational books.

- Mehr mohammadi,M. (2010). *curriculum:theories,approaches and perspectives*.Mashhad:Astan ghods razavi publication

- Mirzabeigi,A. (2010). *Curriculum development and curriculum planning in educational system*,Tehran:Yastroun publication,12-38

Mollamohammadi,R. (2010). Globalization and education. *The first ceminar globalization*, Tehran:Education and training factually,112-118

Moumeni mahmoei,H. (2004). the study of the level of awareness of factually members of Shahid beheshti University and medical Universities.*M.S Thesis*, Tehran:Shahid Beheshti University,2-85

-Mousapour,N. (2010). The influence of time in curriculum development. *Journal of education and training*,57(10),16-30

-Mousapour,N & Shabani varaki,B. (1997). Evaluation of phd's curriculum development in Iran. *Higher education's ceminar in Iran*,Tehran:Alameh Tabatabaei University,5-17

-Mumford,P.J.(2009).Curriculum reform in contemporary china:seven goal and six strategies.*journal of curriculum studies,vol36(1)*, 35-42

- Nourozzadeh,R & Fathivajargah,K. (2008). *Curriculum Development in higher education*,Tehran: institute for research and planning in higher education,100-118

-O'Donoghue,T.M & Dimmock,C.S.(2010). Curriculum developmentin vocational and technical education.*journal of vocational education,vol44(5)*, 35-41

-Saketi,P. (2009). Curriculum development for higher education challenges. *Higher education Chalenges in Iran ceminar's*,Teran,Shahid beheshti University,50-68

Saki,M. (2009). A survey of quality patern for Esfahan University,*M.S Thesis*,Esfahan: Esfahan University,25-65-

- Segal,A.N.(1997). factors that promotor faculty involvement in and satisfaction with institutional and classroom student assessment. *Journal of research in higher education.vol3(2)*, 21-24

Sharafi,A. (2000). An investigation of group and individual in higher education.*Tehran:Educational researcher institute*,80-121 -

Shariatmadari,A. (2004). ciritical thinking in higher education*. Journal of education & training,35(7)*,10-12 -

-Shabani,H. (2009). *Evaluation and selection of a base model for performance evaluation for defensive research centers*.Tehran:Aeizh publication,72-100

- Spronken,R.C&Harland,S.M.(2009). Learning to teach with problem –based learning.in *http://alh.sagepub.com:active* learning in higher education (2009-11-16),p.p.5-29

-Stark j.s and Lawter,z.E.(2010). *Planing introductory collage course*.influnces on faculty of Michigan publication, p.p20-44

-Tamukong,J.A.(2010).*Towards better management of public education in Cameroon: the case for decentralization*. Africa development,vol.XXIX,NO.2010,p.p32-57

-Tumbz ,k.l,faieroder,m.s and emenwachen,L.D.(2010). *Factors that influence Higher Education faculy involvement in curriculum and instraction*. In partial fulfillment of the reguirements for the degree doctor of philosophy. University of Virginia,p.p16-3

- Vaziri,M. (2008). Elements of quality in higher education. *Journal of Humanities in Alzahra University*,24-25(4),40-56

- Vaziri,M. (2000). Curriculum development in higher education in Iran.*Doctoral desertation* , Tehran:Tarbiat modares University

-Veissi,J.A.(2010). *Faculty perceptions of influence on the curriculum in higher educatio*n. submitted In partial fulfillment of the reguirements for the degree doctor of philosophy. University of Carolina,p,p10-78

- Wolf, P.T.(2007).A model for facilitating curriculum development in higher education In *http://www.interscience.wiley.com(2009-11-16)*

-Wood daviss, R.G.(2009). *Hand book of undergraduate curriculum*. John Wiley publisher, ltd.p, p112-123