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EVALUATION AND ACCREDITATION THE QUALITY STRATEGIES OF TEACHING - LEARNING CURRICULUM IN HIGHER EDUCATION

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ABSTRACT

This study quality strategies for teaching – learning to evaluate and Accreditation the curriculum of the undergraduate program planning course using an evaluation method based on curriculum and syllabi approved by the Ministry of Science, Research and Technology (Iran). The study is a descriptive survey; the population included 17 women professors and 177 students of program planning and the sampling method of professors was census. For sampling students categorization sampling method was used with the size of 121 people. To evaluate the basic components of the study, researcher's questionnaire is used based on Likert scale of five degrees. Reliability of aspects of strategies for teaching–learning was achieved through the implementation of pilot study and calculating Cronbach alpha of 0/81, respectively. T-test results showed that the Strategies of Teaching - Learning of program planning curriculum at graduate degree moderately meet the needs and expectations of the students and professors.

Keywords: Evaluation, Accreditation, Quality, Strategies for Teaching - Learning of Curriculum, Higher Education

INTRODUCTION

With regard to the role of universities in training thoughtful, skillful human resources and production and development of science, technology in each society and pivotal role in the development process of any country, experts view at the supply and demand for higher education is not merely an economic perspective. Due to the preservation and improvement along with various aspects of quantitative growth are one of experts' main concerns and the governments of leading and pioneer countries have been in higher education. With regard to the importance of quality of higher education system in social, economic, political and cultural development of each society, transparency and accountability of higher education institutions is necessary. Hence, revision and amend in structure, missions and objectives of higher education to play a role in the production of knowledge and responding to economic and social needs of the society as a new approach in management and planning of higher education should seriously be considered by the officials. Meanwhile, curricula as the heart of higher education has an undeniable role in higher education in order to fulfill the purpose and mission of higher education in terms of quality and quantity. In a more clear way, curriculum completely reflects development and a reflection of universities meeting the changing needs of society (Fathivajargah; Shafiei, 2007). Curriculum as a transmitter of information and providing expenses for the growth, acquiring skills and knowledge are of great importance. Thus, according to their quality, it is the dominant issue in higher education today (Sarmad; Vaziri, 1998).

Therefore the quality issue and its improvement in the university is very important goals that should be considered especially. Meanwhile, the quality of higher education through the promotion of quality curriculum, as one of the most important factors affecting higher education is a necessity.

Theoretical Foundations and Research

Curriculum has social and intellectual history, and is adapted, compatible and innovated based on economical political and social of each country. Changes in demand market and growing need for skilled

Research Article

labor and advanced knowledge of research methods in view of educational leadership at the national and institutional construction, will affect curriculum of graduate and undergraduate levels greatly. In other words, each country has its own system of higher education programs and courses in accordance with their circumstances and types of institutions (Ratklif, 1992, quoted by Hosseini, 2009). Therefore, identification of the orientation of curriculum is very important. Curriculum planning and revision based on technical aspects in order to achieve specific levels of knowledge and skill and in planning and revision of curriculum based on general competencies of the partial orientation is essential. According to "Ulrich Teichler" identification of orientations and curriculum design in the specialization area can be easier than general scope (Quoted by Arifi, 2005). The aim of the graduate courses is on more knowledge and skills on specific areas and setting the ground for research, production and development of specialized knowledge. Thus simultaneously consider all orientations of higher education at all educational levels but with varying degrees of qualitative and low priority in every phase (Short, quoting from the same)

The main mission of Higher Education is as follows :

A). Knowledge Transfer (Education)

The first main function of higher education is knowledge transfer to younger generation, in order to 1) To train educated graduates, and 2) training skilled human resources for the society (Ijtihadi, 1998)

B). Knowledge production, (Research)

Among the functions of higher education research is the most important function. Generally research includes knowledge production, creating new approaches, in order to critically evaluate the past and previous knowledge and application of knowledge and experience in order to explain the social and professional needs (Ijtihad, 1998)

C). Dissemination and diffusion of knowledge (providing professional services)

Economic system in modern industrial societies is based on the principle of competition and in this system those who brought innovation in their activities and are themselves can continue to their economical life and remain in the competitive edge (Ijtihad, 1998).

It is natural that innovation requires creativity and creativity requires investment on human capitals. In other words, the quality of human capitals, education stages especially potentials of the people of each country has important role in the innovation and development. Robert Lucas, the renowned economist and Nobel Prize winner, believes that talent is the main determining factor in the development of every country. So, in a post-industrial economy to advanced technological innovations, talents efficiency is an undeniable fact. He also believes that attention to the diverse talents and optimum utilization of them cause increase economic growth. When entrepreneurs, engineers, managers, designers, and other acuminate innovators, they are considered to university efficiency, that interact with each other, a new idea forms and with suitable substrates, and in case of successful implementation of these ideas will be developed (Richard, 2006).

D). Entrepreneurship

Entrepreneurship training today has become one of the most essential and wide missions and activities of the university and developed countries use appropriate supportive policies in strengthening in individuals and entrepreneurial activities generally society in general entrepreneurial spirit retention in the society (Hashemi, 2001; Shareapour, 2001)

Research Article

Each of these functions and missions has special importance and disregard for any of them follows irreparable damage (Marofi et al, 2007)

In response to the need to reform the higher education system in line with needs and expectations of society and industry; approaches and new practices in the management and industry is arises for higher education policy makers. Increase in using higher education environment quality control system teaching has fundamental effects in the fields of teaching and trainin management. Combining system of accreditation and quality assurance concepts such as globalization, competitive environment, and changes made in the field of information technology and the emergence of the knowledge-based society, higher education gives institutions new dimensions (Mizkasky, 2006). And it always faces them with new challenges. Major concerns of many countries in this respect are responsiveness, quality and efficiency of higher education institutions (Ng, 2008).

WHO defines quality as standards of all features and characteristics of a product or service indicating its ability to meet the demands expressed (Okland, 1993). The World Bank's definition of quality training offered includes two components: the learning environment and learner's performance (World Bank, 1995, quoted by Mashayekh, 1999), and the learning environment which itself is the combination of inputs and processes and that affect learner's performance.

The definition of an international network of quality assurance in higher education is the quality of higher education in accordance with the predefined standards, goals and expectations (Ziegler, 1994). According to UNESCO, the quality of higher education is a multidimensional concept that depends largely on the local education system, educational requirements and standards (UNESCO, 1995). Harvey and Green (quoted in Yarmohammadian, 2004) defined quality control system in two types 1. Quality is consistency with the target. The main goal of universities is training and research which in this regard the achievement levels of students' learning to effective and coordinated learning with the goals expressed in program planning, quality control is a measure to ensure quality. 2. Quality is the factor of change. Quality of teaching, learners' understanding of the world around, ways of using knowledge to solve real-world problems, teachers' understanding of their role which are explained now on education, and generally transforms the overall organizational culture. These successive changes were accepted when it leads to further improvements. Curriculum as a field of expertise is one of the most controversial areas of human knowledge, because passing almost a century since the birth of the field of expertise as a scientific discipline, yet there is little agreement regarding the dimensions elements among experts in this field.

Each of the experts of curriculum designers about aspects and lesson planning stages expressed different views. Tyler (1949) elements of the curriculum include: aims and objectives, learning experiences, organizing and evaluating. Zeiss (1976) considers objectives, content, activities - learning and curriculum as components of evaluation method. Eisner (1985) elements of the curriculum include: purpose, content, variety of learning opportunities, organizing the content, presentation, response and evaluation method (Ghoorchian, 1995). Hildataba (1962) developed four elements of Tyler into seven-elements: Need, purpose, content, content organization, learning experiences, organizing and evaluating learning experiences. Fresein having influenced by practical approach and elaboration on Taba's model introduced curriculum elements as a process with 11 steps: identifying the problem, recognizing the seeking various ways, choosing the best solution, adopting the solution, and guiding staffs and evaluating effectiveness of curriculum (Wales and Bundy, 2002). Klein introduced 9 elements in the curriculum of the school training school model as (SOS): purpose, materials, content, learning activities, learning strategies, evaluation, categorization, or location, time and space (Fathivajargah, 2007, pp. 6-5). Akker according to Francis Klein model, studied 10 elements of curriculum, except for the element of "Logic or why" of the curriculum, other elements of the pattern are common with Klein's model. Identifying those elements, he also posed some questions that clarify the status of the quality of the curriculum in the process of these elements. Table below shows this:

Research Article

Table 1: Elements of lesson plans and defining the quality of the educational process

Directing Questions	Curriculum Elements
Why should learners learn?	Logic
Which aspects of learning do learners engage in?	Purpose and Content
What do learners learn?	Content
How do learners learn?	Learning Activities
How does the teacher facilitate teaching process?	Teacher's role
What helps them learn?	Material and Resources
Who do the learners learn with?	Categorization
Where do they learn?	Place
When do they learn?	Time
How much do they improve?	Evaluation and Assessment

One of the most important steps in curriculum planning, implementing it's. It's Sensitivity and importance this is all projects and programs if they fail to make appropriate changes the implementation phase will be implemented successfully. The fact that the parties on one side of the best curriculum that are reasonably well designed and developed, may be due to failure or administrative problems, not operational If implemented, will not succeed. On the other hand, we know the programs and projects that despite defects in the design stage, due to the correct implementation, had positive results with it. However, if the predictions for the implementation stage and necessary actions should be done before and provide for the proper implementation of the curriculum, the probability of success the curriculum will increase (Fathi Vajargah, 2007). Therefore, one of the most important issues in the field of implementation curriculum should be paid enough attention to it, provide the background and context necessary for successful implementation of the curriculum. Understanding backgrounds and provide the context necessary for implementation, requires knowledge of the factors affecting the implementation of the curriculum. In the implementation phase, the effort is a set of logical operations in order to achieve the objectives of the curriculum are met. The practical implementation of the curriculum, act to strategies that is to achieve the program objectives (Aghazadeh and Ahadi, 1998). Therefore effective curriculum will require forecasting and planning for Implementation is.

One of the fundamental and axial strategies in curriculum implementation, which plays an important role in achieving the objectives of the curriculum (Campbell and Dickinson Sen, 2004), strategies for teaching – learning is. Plan and discuss about the strategies for teaching - learning due it is important issue that Strategies for teaching activities to become the most desirable face to be. A desired teaching, better learning method trained (Aghazadeh, 2005) and students about how learning, way of thinking, creating of motivation and a total metacognitive skills are familiar. As we know in literature education, various strategies for teaching - learning process is proposed. Although each of these strategies in different conditions and situations, have special application and For select the best strategy, there is always specific criteria, But here it is believed that the approaches facilitate to active learning students and they are assigned a key role in the learning process to students, are preferable.

METHODOLOGY

The study is a descriptive survey; the population included 17 professors who are all men. And the population is also graduate students in the program planning courses over two semesters in district 13 of Azad universities over 177 people, of whom 86 were women and 91 are men. For sampling professors, census and for sampling students classification manner is used in accordance with the sample size of 121. To evaluate the basic components researcher's questionnaire based on a Likert of five-point scale is used. The students and teachers were asked to comment on any question based on Likert five-point scale. Categories of strategies for teaching – learning are measured with 10 questions, to evaluate the validity of

Research Article

the questionnaire; face and content validity are used. Reliability of the aspects of strategies for teaching – learning is achieved through the implementation of pilot study and calculation with Cronbach’s alpha of 0/81, respectively. To analyze the data from software statistics in both descriptive and inferential statistics were used.

Findings

Strategies for teaching – learning of program planning courses at graduate level moderately meet students' needs and expectations.

Strategies for teaching – learning of program planning courses at graduate level moderately meet professors' needs and expectations.

Given the normal distribution of data for average comparison of meeting the needs and expectations of students and professors through goals of dergraduate cirriculum of program planning courses at middle level (3) one-sample T test is used.

Table 2 : Frequency and percentage of respondents sample of professors and students about their needs and expectations through Strategies for teaching – learning

Average	Frequency						Group	Factors
	very Low	Low	partly	High	v.high			
2/82	1	3	11	2	0	Professor	1. Presentment lesson plans and clarify the duties of the students during the semester	
3/11	10	15	55	34	7	Students		
2/94	2	3	8	2	2	Professor	2. Coordination and balance between the activities of teaching - learning training courses	
3/16	5	14	62	37	3	Student		
3/00	1	2	10	4	0	Professors	3. Use of variety of strategies for teaching and commensurate with type of course and supporting professors and students in order to implementing them	
2/99	9	20	60	27	5	Students		
2/88	2	2	11	0	2	Professors	4. Existence controversial environment in the teaching - learning process and active participation of students in it	
3/08	10	13	62	29	7	Students		
3/00	2	1	9	5	0	Professors	5. Existence opportunities to develop intellectual skills (discussion, critical thinking, creativity and innovation ability) and scientific skills (avoids ideas, new ideas, and simulation) in students	
2/83	14	24	56	22	5	Students		
2/94	1	2	11	3	0	Professors	6. Existence a rich learning experiences (learning how to use threads with other subjects as well as adapt to with the realities of life)	
3/04	7	24	51	35	4	Students		
2/94	1	3	9	4	0	Professors	7. Existence opportunities to develop communication and teamwork skills in students	
3/19	7	19	52	30	13	Students		
2/76	2	3	10	1	1	Professors	8. Appropriateness of qualitative and quantitative assignments specified (practicing or research)	
3/05	4	29	52	29	7	Students		
2/94	2	2	9	3	1	Professors	9. Appropriate and timely feedback to students about the level and quality of assignments, to fix defects of learning	
2/91	12	22	57	25	5	Students		
2/88	1	5	7	3	1	Professors	10. Existence mobility, enthusiasm and stimulate the need to learning, in order to solve scientific problems and reinforce the morale research among students	
2/98	7	26	56	26	6	Students		

Research Article

Data in Table (2) indicates that the majority of students and professors responded revolves around three options: high, low and somewhat. So that the mean of professors in every question except questions 3 and 5 are smaller than average level (3) and the group of students except questions 3, 5, 9 and 10 are greater than average level (3). The greatest average at professors group is related to questions number 3 and 5 and the lowest average is related to questions number 1 and 8. The average of students' groups is related to questions number 2 and 7 and the lowest average is related to questions number 5 and 9.

Table 3 : Students and faculty members' descriptive statistics

N	Std. Deviation	Mean	Group
17	0/77	2/91	Professors
121	0/68	3/03	Students

Table 4: T test results, Students attitude toward Strategies for teaching – learning

Test Value = 3					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
- 0/474	16	0/642	- 0/08824	- 0/4831	0/3066

Table 5: T test results, faculty members attitude toward Strategies for teaching – learning

Test Value = 3					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
- 0/559	120	0/577	- 0/03471	- 0/0881	0/1576

Data analysis was based on the table (3) showed that the average of Strategies for teaching – learning with regard to professors is 2/91 with an SD of 0/77. A comparison with the imaginary average (3), showed that significance level is higher than $t=0/5$. Therefore, the difference between professors' group with imaginary average is not significant and Strategies for teaching – learning of the curriculum moderately meet their needs and expectations. Students' scores is 3/03 with SD= 0/68. In this regard comparing scores of responses given (3) with imaginary average showed significant level of t is higher than 0/05. Therefore, the difference between students' group with imaginary average is not significant and Strategies for teaching – learning of the curriculum moderately meet their needs and expectations.

CONCLUSION

Forgive the quality of higher education through quality improvement strategies for teaching- learning curriculum, as one of the important indicators and effective in higher education is essential. Realization such action is only through the development of learning skills during education period is possible and this requires the use of active strategies in teaching-learning process. The purpose of the active learning, the kind of learning that occurs with minimal external intervention. In other words, professor, textbook, or any other device are just learning facilitating factors. Active learning, effective learning is that learner actively involved in teaching and learning practice is in control of his own (Bladwin and William, 1988, quoted Vajargah Fathi, 2007). According to this concept is the definition of active strategies. If that's really whatever the curriculum is forecast, only be devices for facilitate learning and the main aim of the curriculum creating deep learning, understanding and insight is coupled with stable, therefore purpose of the active strategy of that kind of strategic would be the tendency of the learner and him gives freedom of action and Its fundamental role is facilitate effective and stable learning. So strategy can be seen the active strategy that all elements of it in order to active learning together interactive are effectively. In the process of teaching - learning to observe any of the following is an essential:

Research Article

1. Necessity of attention independent learning and a "self-directed" learning versus "the other direction" learning: Participation and activity learner in order to deep learning without a high degree of self-managing and self-organizing in the learning process will not be possible. flourishing the great talents of Capable and producing students with learning the controlling and guidance of self-learning process is possible. No significant change in the teacher-centered teaching methods that encourage learners stillness and silence and obedience are the future of knowledge production movement will face serious obstacle.
2. Attention of research and research-based instruction: The extensive research activity in the different levels of higher education and quality improvement and research output of the major goals of software movement. Conversion mechanisms higher education into producing science and development mechanism, will not be possible without the axial original research.
3. Counter the dominance approach "positivist" especially in the field of humanities and social sciences: Whereas could be argued that positivist approach, both historically and in terms of the practical, the greatest distance by Islamic philosophers and religious approach to knowledge production has and While the critique of this approach, especially in recent decades extensively attention of Western researchers have been, unfortunately, this approach still has a dominant position in higher education. This situation no doubt with existing problems associated with the researches and student theses to the needs of society and applicable this researches is relevant. Reduce the study questionnaire and correlation relationships between variables of the problems is undeniable that the national higher education from the courses conventional research method that is engaged.
4. Given the diversity of approaches and scientific methods especially in the humanities and removing backwardness in the field of qualitative methods, participatory and ...: Change in public approach research and critique of positivist approach ruling only with appropriate promoting Various methods scientific research will be possible. Acquaintance professors and curriculum planners with a variety of approaches to science and scientific work and break the monopoly of the positivist approach and the quantitative methods mainly in this field it's of utmost importance.
5. Development of interdisciplinary research and the the tendency: Interdisciplinary identity development in science and technology, particularly in process application of science to make the judgment that interdisciplinary efforts and projects are emphasized. Holistic view in development planning of higher education will require the necessary until addition to the balance between trends and disciplines, strengthen the interaction between tendency and interdisciplinary placed on the agenda.
6. Necessity knowledge about how to generate and process knowledge to students and professors and increase their confidence in the field of knowledge production in in every field is practically feasible, the ingenuity and creativity that used to take bets.
7. Necessity guidance Thesis Subject to the needs and problems of the country at considering same time New Global approaches;
8. Familiarizing students with study skills and research basics of; information literacy skills, teamwork skills in order to develop and training research resources efficiently;
9. Focus on learning processes and development "deep learning" versus "surface learning";
10. Strengthening morale responsibility parallel strengthening morale questioning the student's;
11. Necessity of attention to use active approaches to teaching - learning;

The results of this study are aligning with Hosseini (2009); Rabie et al (2010) and Bassiri et al (2001), in this case, the strategies of teaching - learning could satisfy professors needs and expectations, are consonant. Also the results of this study are aligning with the results of Sanders (2007), Sammer and Dalen (2006); Bagheri (2005) and Pezeshkirad and Mohtasham (2007) concerning that educational process should be using from multiple sources of learning and teaching a variety of activities; with results Khosravi et al (2007) on the effectiveness of using participatory teaching methods, learning new strategies and technological instruments; with results of Smith (2004) on claiming the purpose of training students thinking of acquire skills to succeed in the labor market; With results of the American Sociological Association (ASA) at cases such as word processing skills development and data analysis,

Research Article

interdisciplinary having experience and training applied research; ; With results of the comparative studies and innovative of research organizations and higher education planning (1999) at by allowing development of critical thinking and creativity is consonant.

The results of this study with Jahani (2005) and Khosravi et al (2007) in this relationship that active learning methods are not used, is incongruent.

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Research Article

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