Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويــم
والاعـتـمـاد الأكـاديـمـــي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CE)

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Course Specifications

Institution:	Umm Al-Qura University	Date of Report: 10/06/1437

College/Department: Computer Engineering Department

A. Course Identification and General Information

1. Course title and code:
    Summer Training 14033500-3

2. Credit hours: 3 + 0

3. Program(s) in which the course is offered.
    (If general elective available in many programs indicate this rather than list programs)
    Computer Engineering

4. Name of faculty member responsible for the course
    Dr. Faisal Al-Osaimi

5. Level/year at which this course is offered: Level 8

6. Pre-requisites for this course (if any)
    Achieve a minimum of 77 credits.

7. Co-requisites for this course (if any)
    N/A

8. Location if not on main campus
    Umm Al-Qura University, Abidiyyah, Makkah Al-Mukarammah

9. Mode of Instruction (mark all that apply)

    a. Traditional classroom [ ] What percentage? [ ]

    b. Blended (traditional and online) [ ] What percentage? [ ]

    c. e-learning [ ] What percentage? [ ]

    d. Correspondence [ ] What percentage? [ ]

    f. Other [x] What percentage? [100]

Comments:
    N/A

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B Objectives

1. What is the main purpose for this course?

   • Gain practical experience in work environment.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Orientation lecture (before dispatch to training sites)	1	

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	42	N/A	N/A	N/A	N/A	42
Credit	42	N/A	N/A	N/A	N/A	42

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3. Additional private study/learning hours expected for students per week.	08

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Practical knowledge.	The students join companies which provide on-site training programs conforming with business/activities.	The students are assessed by their training supervisors and also by academic members who visit them at their training sites. After two months of training , the students must submit a report which is also assessed by an academic member.
2.0	**Cognitive Skills**		
2.1	The students familiarise themselves with work environments and the business/activity of the training institution.	On-site training	The assessment of the cognitive skills is covered by the evaluation of student's performance by the training supervisor visiting academic member and that marking the written report.
3.0	**Interpersonal Skills & Responsibility**		
3.1	Improvement of capacity for self-directed learning. Improvement of personal and social responsibility.	On-site training.	Student evaluation by the training supervisor, visiting academic member and that marking the written report.
4.0	**Communication, Information Technology, Numerical**		
4.1	Depends on business/activity of the enterprise at hand.	On-site training	It is covered by the evaluation of student's performance by the training supervisor, visiting academic member and that marking the written report.
5.0	**Psychomotor**		
5.1	Depends on business/activity of the enterprise at hand.	Teaching strategies to be used to develop these skills.	Methods of assessment of students psychomotor skills.

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Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

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Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.
Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Final report	5	100

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- For individual student consultations and academic advice teaching staff is expected to be available 8 hours per week.

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E. Learning Resources

1. List Required Textbooks

- N/A

2. List Essential References Materials (Journals, Reports, etc.)

- N/A

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- N/A

4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)

- N/A

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- N/A

2. Computing resources (AV, data show, Smart Board, software, etc.)

- N/A

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- N/A

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G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   • Students fill surveys about their training.

2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 	
    • Observations and assistance from colleagues
    • Independent assessment of standards achieved by students

3. Processes for Improvement of Teaching   • Periodic reviews based on observations of colleagues, students and trainers.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   • Periodic exchange and remarking of a sample of reports with staffs at other institutions.

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5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- End of training review.

Faculty or Teaching Staff: _____

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head**

Signature: _____   **Date:** _____