

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specification

**IT Skills
14021201-3**

Course Specification

Institution	Umm Al Qura University	Date of Report: 07-1437 / 04-2016
College/Department	College of Computers and Information Systems Information Systems Department	

A. Course Identification and General Information

1. Course title and code:	IT Skills 14021201-3																						
2. Credit hours	3 credits																						
3. Program(s) in which the course is offered.	Information Systems, Bachelor of Science																						
4. Name of faculty member responsible for the course	Dr Hassen Sallay																						
5. Level/year at which this course is offered	year 1 after preparatory / Level 4.																						
6. Pre-requisites for this course (if any)	14021601-3 Problem Solving Skills																						
7. Co-requisites for this course (if any)	No																						
8. Location if not on main campus: Delivered in the four locations where the Information Systems BSc is given:	<ul style="list-style-type: none"> - Al Abidiyya main campus boys section, - Al Zahir main campus girls section, - Al Qunfuda Boys section, - Al Qunfuda Girls section. 																						
9. Mode of Instruction (mark all that apply)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">a. Traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 40%;">What percentage?</td> <td style="width: 10%; text-align: center;"><input type="text" value="100%"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>d. Correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. Other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>			a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>	b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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Comments:																							

B Objectives

1. What is the main purpose for this course?

The purpose of the course is to familiarize students with computer hardware and commonly used operating systems as users as well as maintenance technicians. It contains lab content that includes technical concepts and terminology of the PC's internal and external components and operating systems. It concentrates on understanding terminology, how to do fundamental tasks, and advanced configuration and troubleshooting, including using command line to accomplish technical tasks. Students learn how to install, configure and maintain PC hardware and these operating systems. They are introduced to operating systems basic scripting.

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)

An adaptation can be done when reviewing the program.

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 per week
Computer hardware composition	2	3
Computer hardware maintenance	2	3
Computer operating systems features and installation	2	3
Computer operating systems file management	2	3
OS command line (linux, windows)	2	3
OS main services	2	3
OS Scripting	4	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32		32			64
Credit	60%		40%			3

3. Additional private study/learning hours expected for students per week.	4
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Ability to compose and maintain computer hardware.	-Lectures covering foundation concepts relating to the course	Lab exams Written exams (midterm and final)
1.2	Ability to use, install and maintain commonly used operating systems	-Audio visual presentation including some scientific movies for specific topics in operating systems and computer hardware. -Class sessions where issues relating to operating systems and network will be discussed and explored. -Debriefing: Usually conducted at the conclusion of a lesson, debriefing allows students to condense and coalesce their knowledge and information as a group or whole class. Hands-on lab experiments to acquire practical skills.	
2.0	Cognitive Skills		
2.1	Understand modern computer components and how to maintain them	Reading around the systems and PC hardware, including core materials, materials introduced via lectures and the module website, and any relevant magazine and journal articles;	Written exams (midterm and final). Lab exams and assignments Written exams/lab exams reports all require application of the techniques and concepts presented throughout the course.
2.2	Recognize the importance of operating systems and their roles		
2.3	Explore the modern operating systems and the strengths and weaknesses of the most popular ones.	Practical sessions will provide opportunities to explore issues relating to hardware and systems on the computer.	
2.4	Explain the internal architecture of computer		
2.5	Set up and Use operating systems facilities and software.	Hands-on labs where students have the opportunity to gain hands-on experience on course topics	
2.6	Understand scripting for operating systems		
3.0	Interpersonal Skills & Responsibility		
3.1	Work harmoniously with others	In-class discussions with the students.	Instructor personal observations. student peer-to-peer
3.2	Evaluate and accept responsibilities		

3.3	Identify methods to use to respond to conflict	Group projects where the students are divided into small group and are assigned <i>small to medium sized</i> lab tasks. Regular critique of performed tasks by team members Constructive feedback on both content	assessments
3.4	Work in teams more efficiently		
3.5	Ability to actively collaborate within teams		
4.0	Communication, Information Technology, Numerical		
4.1	Use of the computer and systems tools and techniques	Lab tutorials and hands-on exercises to develop the skills needed for using the available tools.	Homework and assignments involving the use of the systems and computer tools .
4.2			
5.0	Psychomotor		
5.1	No significant component		
5.2			

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

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	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
	Lab exams		30%
	Midterm		20%
	Final Lab Exam		30%
	Final Exam		20%

D. Student Support

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

Office hours

E Learning Resources

1. Required Text(s) : Build It. Fix It. Own It: A Beginner's Guide to Building and Upgrading a PC, by Paul McFedries, Que Publishing; 1 edition (May 29, 2008)
2. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations Lab on computer systems

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture room with: * at least 30 seats * A data show projector connected to a PC preferably with Internet connection * sliding board PC Lab (at least 30 seats)
2. Computing resources 30 FreeBSD/Linux/Windows PCs
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) A maintenance lab + A PC lab with various operating systems such as Linux windows etc.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching End-of-term course/teacher evaluation for is to be completed by students at the end of the semester, evaluating the content of the course, its teaching, the learning, assessment methods.. The monitoring of these students feedback will allows the course quality improvement
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Peer Evaluation Procedure • Instructor self-evaluation

<p>3. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ul style="list-style-type: none">• Upon student request, his/her work might be remarked by another faculty member within the department.
<p>4 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• (Self , Peer) Review, Identify, Analyse, and Revise
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">- Review and update course content- Update course references- Use students feedback

Faculty or Teaching Staff: _____

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

Received by: _____ **Dean/Department Head: Dr. Skander Turki**

Signature: _____ **Date: 07-1437 / 04-2016**