

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specification

**Internet Technologies
14022401-3**

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:	Internet Technologies 14022401-3																						
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. Skander Turki																						
5. Level/year at which this course is offered	2 nd year / level 6																						
6. Pre-requisites for this course (if any)	Database I 14012301-3																						
7. Co-requisites for this course (if any)																							
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

<p>1. What is the main purpose for this course?</p> <p>Learn the process of website creation Learn how to use front-end programming languages such as HTML, CSS Learn about client side scripting such as JavaScript Learn about server- side programming such as PHP, Ruby on Rails, Django. Build a Front-End Website from scratch as course project.</p>
<p>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)</p> <p>Web development languages evolve continuously, the course responsible has to update the content of the course to reflect state-of-the-art web development languages.</p>

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	Contacthours
Introduction to the Web, HTTP, and HTML/XHTML	2	3
Website creation process	2	3
Information design and architecture Fonts, visual grids and page layout Colors and graphics	3	3
Cascading Style Sheets (CSS)	3	3
Client-side scripting I: Javascript	2	3
Client-side scripting II: Javascript	2	3
Server-side programming I: PHP	2	3
Server-side programming II: PHP	2	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32		32			64
Credit	80%		20%			3 credits

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	Acquire the fundamental principles and concepts and tools in the general area of Web Development	Course lectures, tutorials, homeworks, term project	Quiz, Term Project, Exam
1.2			
2.0	Cognitive Skills		
2.1	Understand and apply web development principles	Course lectures, tutorials, homeworks, term project	Quiz, Term Project, Exam, Lab Exam
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	N/A		
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	N/A		
4.2			
5.0	Psychomotor		
5.1	N/A		
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
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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	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Basic Concepts of Web and Website creation process	3	
2	Information design and architecture Fonts, visual grids and page layout Colors and graphics	7	
3	Cascade Style Sheets	8	
4	JavaScript	10	
5	PHP	14	
6			
7			
8			

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 and meeting on projects

E Learning Resources

1. Required Text(s) slides and lab documentation
2. Essential References Programming the Web Using XHTML and JavaScript, By Larry Randles Lagerstrom An Introduction to Web Design + Programming by Paul S. Wang & Sanda S. Katila
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Beginning PHP5, Apache, and MySQL Web Development Elizabeth Naramore, Jason Gerner, Yann Le Scouarnec, Jeremy Stolz, Michael K. Glass
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations Web Development Learning Websites like codeacademy.com

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.) Lab

2. Computing resources
Computers.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
3 Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (eg. 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)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Faculty or Teaching Staff: _____

Signature: _____ Date Report Completed: _____

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

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