

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specification

**Professional Seminars
14023901-2**

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:	Professional Seminars 14023901-2																						
2. Credit hours	2 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	3rd year / level 8																						
6. Pre-requisites for this course (if any)	Level 6																						
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>The professional seminar provides students with an opportunity to integrate their learning experience in information systems through the close study of real-world situations. Through a discussion based seminar, students and their faculty supervisor read about, study and discuss different subjects in IS, becoming essential grounding for students to develop a senior project inspired, informed and connected to that theme. Invited speakers will be giving talks about real-world applications, projects and experiences. Subjects should include ethics, health IS, e-government, transport, logistics, administration.</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>

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
Application 1 : Network administration	2	4
Application 2 : transport	2	4
Application 3 : security	2	4
Application 4 : Public administration	2	4
Application 5 : hospital	2	4
Application 6 : GIS	2	4
Application 7 : Defense	2	4
Application 8 : supply chain management	2	4

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

3. Additional private study/learning hours expected for students per week.	2
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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	Get better understanding of the professional environment and challenges.	Seminars, discussions, reports and presentations by the students.	Assessment of students presentations and reports about seminars
1.2	Acquire a larger view of the opportunities and evolution possibilities.		
2.0	Cognitive Skills		
2.1	Ability to analyze real-world problems	Seminars, involve students in discussions, reports and presentations by the students.	Assessment of students presentations and reports about seminars
2.2	Reflect on the impact of Information Systems in real-world applications		
2.3	Evaluate areas of professional and academic growth and determine what actions are necessary to be part of that area		
3.0	Interpersonal Skills & Responsibility		
3.1	Identify the tools that will be needed to continue the process of being a lifelong learner.	Seminars, discussions, reports and presentations by the students.	Assessment of students presentations and reports about seminars
4.0	Communication, Information Technology, Numerical		
4.1	Ability to work collaboratively with others and communicate effectively	discussions, reports and presentations by the students.	Assessment of students presentations and reports about seminars
5.0	Psychomotor		
5.1	N/A		

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	demonstrate, calculate, illustrate, interpret, research, question, operate,

Technology, Numerical	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
1	Report on seminar	Every two weeks	60%
2	Presentations	Two presentation or more according to number of students in the group.	40%

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

E Learning Resources

1. Required Text(s) : slides and lab documentation
2. Essential References Proposed by the 8 professional engineers giving the seminar
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Books and web sites reading
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations

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
2. Computing resources
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 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
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) <ul style="list-style-type: none"> Upon student request, his/her work might be remarked by another faculty member within the department.

4 Processes for Improvement of Teaching <ul style="list-style-type: none">• (Self , Peer) Review, Identify, Analyse, and Revise
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <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