

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specification**

**Training  
14023902-2**

## Course Specification

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

### A. Course Identification and General Information

1. Course title and code:	<b>Training 14023902-2</b>																						
2. Credit hours	<b>2 credits</b>																						
3. Program(s) in which the course is offered.	<b>Information Systems, Bachelor of Science</b>																						
4. Name of faculty member responsible for the course	<b>Dr Hassan Sallay</b>																						
5. Level/year at which this course is offered	<b>Year 3 after preparatory, summer term</b>																						
6. Pre-requisites for this course (if any)	<b>14023901-2 Professional Seminars</b>																						
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"> <li>- Al Abidiyya main campus boys section,</li> <li>- Al Zahir main campus girls section,</li> <li>- Al Qunfuda Boys section,</li> <li>- Al Qunfuda Girls section.</li> </ul>																						
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?

This training experience is intended to complement the student's academic plan of study and help prepare him for his future role as a professional engineer. The prospective employer should provide the summer training office in the faculty of the training plan for approval before registration. The training period is 45 days. The faculty assigns an academic staff as an on field supervisor to visit and evaluate the students in the training venues. To assess the student, student is required to submit a report showing his summer training experience and the knowledge gained. The summer training office in the faculty carries out the rubrics assessment based on training report, employer evaluation and on field supervisor evaluation.

The subject of training must be related to the activities of a software or IS developer, designer or database, server, cloud, ERP administrator or any other advanced tasks.

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	Contacthours per week
N/A		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours				45 days		45 days
Credit				2 credits		2 credits

3. Additional private study/learning hours expected for students per week.	0
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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Ability to associate the knowledge acquired during the student's academic plan of study to real-world-problems.	N/A	Field supervisor report Academic mentor report Student report and presentation
1.2	Explore the enterprise environment, needs, and limitations.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to identify requirements for an appropriate and efficient solution of a real-world-problem in the presence of different technical limitations.	N/A	Field supervisor report Academic mentor report Student report and presentation
2.2	Ability to identify clear view of objectives and constraints and work effectively.		
2.3	Ability to accommodate with existing solutions in response to change in needs or limitations.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Having the independence sense by acquiring new techniques with minimal supervision.	N/A	Field supervisor report Academic mentor report Student report and presentation
3.2	Learning professional and ethical responsibility		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Ability to communicate with many people in the practical field.	N/A	Field supervisor report Student report and presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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	Field supervisor report evaluation	Final	40%
2	Student report	Final	40%
3	Student presentation	Final	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)

**E Learning Resources**

1. Required Text(s) :

None
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

### 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.)
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 N/A
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department N/A
3 Processes for Improvement of Teaching N/A
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"><li>Upon student request, his/her work might be remarked by another faculty member within the department.</li></ul>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. N/A

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

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

**Signature:** \_\_\_\_\_ **Date: 07-1437 / 04-2016**