

المملكة العربية السعودية الهيئة الوطنيسة للتقويم والاعتمساد الأكاديمسي

ATTACHMENT 2 (e)

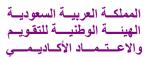
Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





Course Specifications

Institution	Date of Report
College/Department	
A. Course Identification and General Info	rmation
1. Course title and code:	
2. Credit hours	
3. Program(s) in which the course is offered (If general elective available in many program	
4. Name of faculty member responsible for	the course
5. Level/year at which this course is offered	1
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus	
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom	What percentage?
b. Blended (traditional and online)	Vhat percentage?
c. e-learning	What percentage?
d. Correspondence	What percentage?
f. Other	What percentage?
Comments:	



B Objectives

1. What is the main purpose for this course?
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

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



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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours						
Credit						
3. Additional private study/learning hours expected for students per week.						
4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods						

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.

<u>First</u>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>Second</u>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <u>Third</u>, 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. <u>Fourth</u>, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

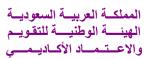
Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains	Course Teaching	Course Assessment
	And Course Learning Outcomes	Strategies	Methods
1.0	Knowledge		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numer	rical	
4.1			
4.2			
5.0	Psychomotor		
	-		
5.1			
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 task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)

Proportion of Total Assessment

2

3

4

5

6

7



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)
E. Learning Resources
1. List Required Textbooks
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
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.)
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)



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2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
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G Course Evaluation and Improvement Processes
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1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1 Standard Total Columning Standard Total Carter on Entrol 1 Carter on Total Carter on Total Carter on Entrol 1 Carter on Entro
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching
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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)
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5 Describe the planning arrangements for periodimprovement.	odically reviewing course effectiveness and planning for
Faculty or Teaching Staff:	
Signature:	Date Report Completed:
Received by:	Dean/Department Head
Signature:	Date: