Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديمي

Educational Subjects: Course Specifications

الرفم: ٢٨٦٩٢٨٥ الكاريخ: ١٤٣٧/٠٢/١٨ عدد المرفقات: *





الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

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الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Optional Subjects offered by the department: Course Specifications

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Contemporary Social Issues SOCI 101 An Optional Subject



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e) Course Specifications

Kingdom of Saudi Arabia The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





الملكة العربية السعودية الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديم

Course Specifications

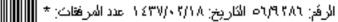
Institution			
Az Zulfi College of Education		Date of Re	port
College/Department: Educational Sciences	S		
A. Course Identification and General Info			
1. Course title and code: Contemporary S	ocial Iss	sues SOCI101	
2. Credit hours: 2 hours			
3. Program(s) in which the course is offe			,
(If general elective available in many pro	grams i	indicate this rather than list	programs)
BA in Education (All majors)	P 41		
4. Name of faculty member responsible f Salah Al Akil	or the c	course	
5. Level/year at which this course is offer	rod:		
Optional Subject that is normally taken duri		irst four levels of the BA proc	oram
6. Pre-requisites for this course (if any)	ing the i	institution levels of the Bit prog	514111
None			
7. Co-requisites for this course (if any)			
None			
8. Location if not on main campus			
Az Zulfi College of Education			
9. Mode of Instruction (mark all that ap)	ply)		
a. Traditional classroom		What percentage?	70%
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	20%
d. Correspondence		What percentage?	100/
f. Other		What percentage?	10%
Comments: Encouraging students to put the acquired skills to practice.			
		1 r	
B Objectives			

1. What is the main purpose for this course?

Getting acquainted to the contemporary issues in the Saudi and society and exploring the different methods to solve them.

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)

Getting the students to explore their roles as leaders in understanding, diagnosing and solving





الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديم

	issues.

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		
1. What are contemporary Social Issues?	1	2		
2. Sociology and contemporary Social Issues.	1	2		
3. The classification of social Issues	1	2		
4. Types and Levels of Social Issues	1	2		
5. The characteristics of social issues and crises	1	2		
6. The causes of social issues and crises	1	2		
7. Theories related to social issues	1	2		
8. Misconceptions about social issues	1	2		
9. Some Issues in Today's Saudi Society (Unemployment-	2	4		
Saudization- extremism and terrorism)				
10. Some Issues in Today's Saudi Society (the family- house	2	4		
maids-faith-Suicide- matrimonial problems- Estrangement)				
11. Misconceptions about social issues`	1	2		
12. Social Consultancy programs	1	2		
13. Human Rights in Islam	1	2		

2. Course components (total contact hours and credits per semester):							
	Lecture Tutorial Laboratory Practical Other: Total						
Contact Hours	14	NA	NA	NA	NA	28	
Credit	2	NA	NA	NA	NA	28	

3. Additional private study/learning hours expected for students per week.	
5. Additional private study/learning nours expected for students per week.	



Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy NQF Learning Domains Course Teaching Course Assessment

Met	Methods and Teaching Strategy					
	NQF Learning Domains	Course Teaching	Course Assessment			
	And Course Learning Outcomes	Strategies	Methods			
1.0	Knowledge					
1.1	Attaining a good share of culture and analytical skills	Lecture	Oral Questions			
1.2	Understanding the methods and steps of scientific research	Class discussions	Oral & written questions			
1.3	Attaining knowledge of social issues and crises	Analysis and Interpretation	Assessment of Performance			
1.4	Attaining Knowledge of the different laws and regulation related to society.	Class Discussion	Group Project			
1.5	Acquiring the ability to think logically	Analysis and Interpretation	Assessment of Performance			
1.6	Acquiring problem solving skills	Analysis and Interpretation	Assessment of Performance			
2.0	Cognitive Skills					
2.1	Acquiring the ability to serve society and religion	Lecture	Worksheets			
2.2	Acquiring the ability to think and express one's thought effectively.	Class discussion	Term Exams			
2.3	Exploring the common social crises and solving them.	Interactive class	Worksheet			
2.4	Acquiring the scientific skills to solve social issues	Class Discussion	Assessment of Performance			
3.0	Interpersonal Skills & Responsibility					
3.1	Raising awareness of the social, economic and cultural issues	Group learning	Class Discussion			
3.2	Taking part in solving the current issues	Brainstorming	Oral & written questions			
3.3	Acquiring tolerance	Research	Assessment of Performance			
3.4	Implementing a love for hard work	Class discussion	Group project			
4.0	Communication, Information Technology, Nu	merical				
4.1	Acquiring the necessary IT skills to carry out research.	Research and Investigation	Active Participation			
4.2	Interacting in a group	Interactive learning	Oral and Written Exam			
4.3	Participation and Communication	Interactive learning	Effective Participation			
4.4	Acquiring the ability to employ knowledge.	Research and Investigation	Midterms			
5.0	Psychomotor					
5.1	Exploring some issues in the Saudi Society	Discussion and debate	Assessment of performance			



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Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs	
	list, name, record, define, label, outline, state, describe, recall,	
Knowledge	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 &	demonstrate, judge, choose, illustrate, modify, show, use, appraise,	
Responsibility	evaluate, justify, analyze, question, and write	
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,	
Technology, Numerical	operate, appraise, evaluate, assess, and criticize	
	demonstrate, show, illustrate, perform, dramatize, employ,	
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,	
	construct, assemble, experiment, and reconstruct	

5. Se	5. Schedule of Assessment Tasks for Students During the Semester				
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment		
1	Final Exam	As Scheduled	60%		
2	Midterm	Mid of the term	20%		
3	Research Project	During the semester	10%		
4	Essays	On a continuous basis	5%		
5	Attendance	On a continuous basis	5%		

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)
 - o Weekly office hours
 - o Exam error analysis in class
 - Feedback for each student
 - o Teacher's web page.
 - o Teacher's email

المملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

E. Learning Resources

- 1. List Required Textbooks
- Maan, Khalil. (2005) *The Science of Social Problems*. Jordan: Shourouq Publishing House.
- 2. List Essential References Materials (Journals, Reports, etc.)
- Bilal Ilhem(2003). The Principles of Sociology. Riyadh: Al Hamdhi Publishing.
- Hijazi Ahmed (1998). The Sociology of Crisis: A critical analysis of the Theory of Sociology in Modern and Post-modern eras. Cairo: Qiba House for publication and distribution.
- Gharib, Abdulaziz (2008) Family Consultancy. Riyadh: Imam Mohamed University Press.
- Khatib, Salwa A. (2007) An Insight Into The Sociology of Family. Riyadh: Al Shakri Library.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Al Roumi, Ali & Saiegh Abdallah (2004). Matrimonail Problems in Saudi Arabia: An unpublished research submitted to the Ministry of Labor and Social Affairs.
- Al Hamid, Abdelwahedd (2003). *The Saudization & Al Tufan: Riyadh Newspaper*. Riyadh: Al Yamamah Press Company. Vol. 122.
- Gharib, Abdulaziz. (2009). The Impact of Housemaids on the Upbringing of Children.
 Al Tawaan Magasine. Riyadh: Council of Corporation for the Arab Gulf Company.
 Vol. 67
- International Reports and Studies. Karanji Company Report (1986) & Dylor Report 1996.
- Jwir, Ibrahim. (1996). Why Do University Students Get Married Late? Riyadh: Al Oubikan Bookshop.
- The Project of the Second Future Plan of the Arab Association of Culture of Education.
- Report of the First Conference of Arab Ministries
- Youssef, Abullah et al (2006). Family Violence. Riyadh: The Ministry of Social





المملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Affairs.

- Zahwani, Saad (2003). *Child Abuse in the Saudi Society*. Riyadh: Center for Crime Research.
- 3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

Google and other search Engines..

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

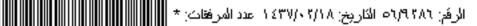
A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students' questionnaires and surveys
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.
- 3 Processes for Improvement of Teaching
 - Referring to findings of research and works of scholars to update knowledge and techniques.
 - Colleagues' observation and feedback
 - 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)
 - Check marking of random samples by an independent faculty member
 - Home Assignments.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.





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- Review students' performance and modify teaching materials and techniques accordingly.
- Course Assessment Questionnaires
- Student Satisfaction Questionnaires.

Dean/Department Head
Date:

This course description was adopted on the 5th session of the Department's council on 25/12/1435

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

Voluntary Work VOW 101 An Optional Subject



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution			
Az Zulfi College of Education		Date of Repo	ort
College/Department: Educational Science	S		
A. Course Identification and General Info	rmatio	n e e e e e e e e e e e e e e e e e e e	
1. Course title and code: Voluntary Work	VOW1	01	
2. Credit hours: 2 hours			
3. Program(s) in which the course is offer	ered.		
(If general elective available in many pro	grams i	ndicate this rather than list p	rograms)
BA in Education (All majors)			
4. Name of faculty member responsible	for the o	course	
Ghada Al Mansi			
5. Level/year at which this course is offe			
Optional Subject that is normally taken dur	ing the f	irst four levels of the BA progra	ım
6. Pre-requisites for this course (if any)			
None			
7. Co-requisites for this course (if any)			
None			
8. Location if not on main campus			
Az Zulfi College of Education			
9. Mode of Instruction (mark all that ap	ply)		
a. Traditional classroom	V	What percentage?	30%
b. Blended (traditional and online)	V	What percentage?	30%
b. Dichaca (traditional and online)		what percentage:	20%
c. e-learning		What percentage?	2070
d. Correspondence		What percentage?	200/
f. Other	V	What percentage?	20%
Comments: Encouraging students to put to	the acqu	ired skills to practice.	

B Objectives

1. What is the main purpose for this course?

Getting acquainted to the notion of voluntary work and how to organize it.

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)

Watching old expositions, documentaries and reviewing old reports and research in the field.



Academic Accreditation & Assessment



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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		
What is voluntary work? Understanding voluntary work from religious and a sociological viewpoints	2	4		
2. Voluntary work in Islam	1	2		
3. The organization, administration and the theories of voluntary work.	2	4		
4. Issues related to Voluntary work	2	4		
5. Social care and human society (the case of KSA)	2	4		
6. Charity Organizations: Mission and Role	2	4		
7. The Scope of voluntary work	1	2		
8. Designing Voluntary programs within the Islamic organizations.	1	2		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14	NA	NA	NA	NA	28
Credit	2	NA	NA	NA	NA	28

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 and Teaching Strategy					
	NQF Learning Domains	Course Teaching	Course Assessment		
	And Course Learning Outcomes	Strategies	Methods		
1.0	Knowledge				
1.1	Understanding voluntary work in the Saudi	Discussion and Debate	Reports and Exams		
	Society.				
1.2	The scope of Voluntary work in Saudi Arabia	Interactive learning	Reports and Exams		



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1.3	Knowing the skills of the social specialist and	Discussion and debate	Reports and Exams
	the techniques of voluntary work.		
1.4	Governmental and Private organizations in	E-learning	Reports and Exams
	Saudi Arabia.		
1.5	Acquiring the ability to think logically	E-learning	Reports and Exams
2.0	Cognitive Skills		
2.1	Categorizing the domains of voluntary work	Interactive learning	Discussion & Debate
2.2	Comparing the different Saudi organizations of	Discussion	Collective Reports
	voluntary work.		
2.3	Analyzing the sources of voluntary work.	Problem solving	Empirical Testing
2.4	Making Recommendations for voluntary work	Discussion & Debate	Empirical Testing
2.5	Evaluating the programs of voluntary work	Discussion &Debate	Collective Learning
3.0	Interpersonal Skills & Responsibility		
3.1	Designing voluntary programs for Saudi	Brainstorming	Self-evaluation
	Society.		
3.2	Observing the ethics of voluntary work	Interactive Learning	Research/Investigation
3.3	Promoting the culture of voluntary work in the	Brainstorming	Discussion &Debate
	environment.		
3.4	Implementing a love for voluntary work	Research/Investigation	Assignments
4.0	Communication, Information Technology, Nu	merical	
4.1	Acquiring the skills to carry out research.	Self-learning	Summer participation
4.2	Interacting in a group	Self-Learning	Evaluating the Quran
4.3	Communicating with voluntary organizations	Discussion	Summer Participation
4.4	Acquiring the ability to use search engines .	Online research	Discussion
5.0	D		
2.0	Psychomotor		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs		
	list, name, record, define, label, outline, state, describe, recall,		
Knowledge	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 &	demonstrate, judge, choose, illustrate, modify, show, use, appraise,		
Responsibility	evaluate, justify, analyze, question, and write		
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,		
Technology, Numerical	operate, appraise, evaluate, assess, and criticize		
	demonstrate, show, illustrate, perform, dramatize, employ,		
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,		





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

construct, assemble, experiment, and reconstruct

5. Schedule of Assessment Tasks for Students During the Semester						
	Assessment task (e.g. essay, test, group project,	Week Due	Proportion of			
	examination, speech, oral presentation, etc.)		Total Assessment			
1	Final Exam	As Scheduled	60%			
2	Midterm	Mid of the term	20%			
3	Collective Voluntary Project	During the semester	20%			

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)
 - Weekly office hours: four hours a week.

E. Learning Resources

- 9. List Required Textbooks
- Ben Ismail Aymen & Selmi Abdullah (2005) The Administration of Voluntary Work.
- Sarhan Houda (2012) Voluntary Work between Theory and Practice.
- Yukari, Hadil A. A Guide to the Language of Voluntary Work.
 - 10. List Essential References Materials (Journals, Reports, etc.)
- Tmimi Fatma Abdulah. (2009) We Are all Volunteers.
- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - Al Khaib Abdullah et al (2002) Voluntary Collective Work.
 - Mouhib Raed Abdelaziz (1428). A guide to Ideas for Voluntary Organizations.
 - 11. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

Google and other search Engines..

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
- A classroom equipped with OHD Projectors.
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
- A classroom equipped with a podium and an interactive board.
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

attac	h l	is	t)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.
- 3 Processes for Improvement of Teaching
 - Referring to findings of research and works of scholars to update knowledge and techniques.
 - Colleagues' observation and feedback
 - 12. 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)
 - Check marking of random samples by an independent faculty member
 - Home Assignments.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Periodical meetings for staff members who teach the subject

Faculty or Teaching Staff: Ghada Mansi	
Signature: Ghada	
Date Report Completed: 4/12/1435	
Received by: Dr. Mohamed Sherif	Dean/Department Head
Signatura	Data

This course description was adopted on the 5th session of the Department's council on 25/12/1435

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

Educational Subjects: Course Specifications

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

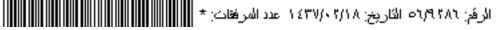
The Principles of Islamic Education **EDU 117** Level 1



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

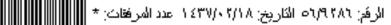




الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution					
Az Zulfi College of Education Date of Report					
College/Department: Educational Sciences					
A. Course Identification and General Info	rmatio	n			
1. Course title and code: The Principles o	f Islami	c Education EDU117			
2. Credit hours: 2 hours					
3. Program(s) in which the course is offe					
(If general elective available in many pro	grams i	indicate this rather than list pro	ograms)		
BA in Education (All majors)					
4. Name of faculty member responsible f	or the o	course			
Al Kahtani Al Refaat Mesfer					
5. Level/year at which this course is offer	r ed:				
Level 1					
6. Pre-requisites for this course (if any)					
None					
7. Co-requisites for this course (if any)					
None					
8. Location if not on main campus					
Az Zulfi College of Education	• `				
9. Mode of Instruction (mark all that ap)	ply)				
a. Traditional classroom		What percentage?	70%		
b. Blended (traditional and online)		What percentage?			
c. e-learning		What percentage?	20%		
d. Correspondence		What percentage?	100/		
f. Other What percentage?					
Comments: Giving students the chance to express their opinions regarding the teaching					
materials and encouraging them to put the a	canired	skills to practice			
materials and encouraging them to put the a	equired	skins to practice.			





المملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـي

B Objectives

1. What is the main purpose for this course?

Getting acquainted to the principles of education in Islam as well as introducing students to the works of the prominent Muslim scholars with regard to Education.

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)

Getting the students to explore their roles as leaders in understanding, diagnosing and solving the education-related issues.

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 Topic	s				No. of Weeks	Contact Hours
1. What	is Education	? What is Isla	amic Education	?	1	2
2. The In	nportance ar	d Objectives	of Islamic Edu	cation.	1	2
3. The ch	naracteristics	and sources	of Islamic Edu	cation	1	2
4. The Pr	rinciples of I	slamic Educa	ation		2	4
5. The In	stitutions of	Islamic Educ	cation		1	2
6. The M	lethods of Is	lamic Educat	ion		2	4
7. The T	heorists and	thinkers of I	Education in Isl	am	2	4
8. Islami Issues	c Education	n in Conten	nporary Socie	ty & Modern	2	4
9. Islami	c Education	in the Numer	rical Age		1	2
2. Course co	•			dits per semest		
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours					NA	28
Credit	2	NA	NA	NA	NA	28

3. Additional private study/learning hours expected for students per week.	



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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment

Methods and Teaching Strategy						
	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods			
1.0	Knowledge					
1.1	Understanding education in general and in Islam.	Brainstorming	Oral Questions			
1.2	The Importance and goals of education in Islam	Class discussions	Research activities			
1.3	Understanding the methods of Islamic Education	Class discussion	Class Discussion			
1.4	Understanding the major sources of Islamic Education.	Class Discussion	Group Project			
1.5	Understanding the major theories of Islamic Education.	Analysis and Interpretation	Research Activities			
1.6	Acquiring problem solving skills	Brainstorming	Research Activities			
2.0	Cognitive Skills					
2.1	Comparing the ideas of the different thinkers in Islam.	Class discussion	Research Activities			
2.2	Discussing the contemporary issues from the point of view Islam.	Class discussion	Research Activities			
2.3	Employing the theories of the different thinkers in Islam.	Brainstorming	Research Activities			
2.4	Identifying the major challenges of education	Class Discussion	Research Activities			
3.0	Interpersonal Skills & Responsibility					
3.1	Understanding the theories of the different thinkers of Islam.	Brainstorming	Presentations			
3.2	Understanding the role of school in promoting moderate ideas.	Class discussion	Research Activities			
4.0	Communication, Information Technology, Nu	merical				
4.1	Acquiring the necessary IT skills to carry out research.	Research and Investigation	Presentations			
4.2	Using electronic databases in research	Interactive learning	Presentations			
5.0	Psychomotor					
5.1	Giving group presentations that prepare them to future debates.	Discussion and debate	Presentations			
5.2	Promoting the understanding of Islamic Education through debates with others.	Discussion and Debate	Presentations			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs		
	list, name, record, define, label, outline, state, describe, recall,		
Knowledge	memorize, reproduce, recognize, record, tell, write		
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram,		



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Interpersonal Skills & Responsibility	subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write				
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,				
Technology, Numerical 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				

5. Schedule of Assessment Tasks for Students During the Semester						
	Assessment task (e.g. essay, test, group project,	Week Due	Proportion of			
	examination, speech, oral presentation, etc.)		Total Assessment			
1	Final Exam	As Scheduled	60%			
2	Midterm	Mid of the term	20%			
3	Individual Research Project	During the semester	10%			
4	Group project	On a continuous basis	5%			
5	Attendance	On a continuous basis	5%			

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)
 - o Weekly office hours

E. Learning Resources

- 5. List Required Textbooks
- Akil Abdullah Ben Akil.(2011) *Islamic Education: Its roles and Principles*. Riyadh: Al Rashed Bookshop.
- 6. List Essential References Materials (Journals, Reports, etc.)
- Ali, Ismail Said et el. Islamic Education: Concepts and Practices. Riyadh: Al Rashed Bookshop.
- Khatib Mohamed Shahat et el (2004) *The Principles of Islamic Education*. Riyadh: Al Khriji Publishing House.





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- Ghamdi, Abderrahman (1996). *An Introduction to Islamic Education*. Riyadh: Al Khriji Publishing House.
- Nahlawi Abderrahman (2009) *The Principles and Methods of Islamic Education at home and at school.* Damascus: Al Feker Publishing house.
- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - Non Applicable
 - 7. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

http://fiqhacademy.org.sa/fislamicg/index.htm

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.

- 3 Processes for Improvement of Teaching
 - Evaluating teacher performance by stdudents.
 - Colleagues' observation and feedback
 - 8. 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)
 - Check marking of random samples by an independent faculty member
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Review students' performance and modify teaching materials and techniques accordingly.
 - Course Assessment Questionnaires

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Faculty or Teaching Staff: Dr. Mesfer Al Refaat **Signature:** Mesfer

Date Report Completed: 1 8/12/1435 Received by:

This course description was adopted on the 5th session of the Department's council on

25/12/1435

الرفم: ١٤٣٧/١٢٨٥ الكاريخ: ١٤٣٧/١٢/١٨ عدد المرفقات: *

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**



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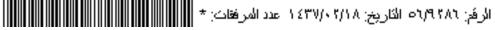
The System and Policy of Education in the Kingdom **EDU118** Level 1



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

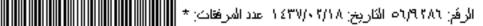




الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution				
Az Zulfi College of Education Date of Report				
College/Department: Educational Sciences	S			
A. Course Identification and General Info	rmatio	1		
1. Course title and code: The System and	policy of	of Education in the Kingdom ED	U118	
2. Credit hours: 2 hours				
3. Program(s) in which the course is offe				
(If general elective available in many pro	grams i	ndicate this rather than list pro	ograms)	
BA in Education (All majors)				
4. Name of faculty member responsible f	or the c	course		
Majda Mohamed Ibrahim Al Imam				
5. Level/year at which this course is offer	red:			
Level 1				
6. Pre-requisites for this course (if any)				
None				
7. Co-requisites for this course (if any)				
None				
8. Location if not on main campus				
Az Zulfi College of Education	• `			
9. Mode of Instruction (mark all that ap)	ply)			
a. Traditional classroom		What percentage?	50%	
h Dlandad (traditional and anline)		What namentage?	5%	
b. Blended (traditional and online)		What percentage?	5%	
c. e-learning	$\sqrt{}$	What percentage?	370	
d. Correspondence What percentage?				
f. Other What percentage? 40%				
Comments: Giving students the chance to express their opinions regarding the teaching				
materials and encouraging them to put the acquired skills to practice.				





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B Objectives

- 1. What is the main purpose for this course?

 Introducing students to the system and policies of Education in the kingdom and their development.
- 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)
 - Discovering the educational policies of the Kingdom.
 - Discovering the educational policies of other Arab countries and comparing them to the Kingdom in terms of its relevance to Islam.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to b	e Covered					
List of Topics						Contact Hours
1. Th	e Education	al Policy of S	Saudi Arabia		2	4
2. Th	e Socio-eco	nomic and c	cultural situatio	on prior to the	2	4
Es	tablishment	of the Minist	ry of Educatior	l		
3. Th	e objectives	of Education	in the Kingdo	m	1	2
4. Pu	blic Educati	on			2	4
5. Hi	gher Educat	ion			1	2
6. Pr	ivate Educat	ion			1	2
7. Ed	lucational Sy	stems for Pe	ople with speci	al needs	2	4
8. Educational Systems for People with special needs				2	4	
9. Teacher training					2	4
2. Course components (total contact hours and credits per semes						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14	NA	NA	NA	NA	28
Credit	2	NA	NA	NA	NA	28

3. Additional private study/learning hours expected for students per week.	



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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

And Course Learning Outcomes Strategies Methods	1,200	NOE! D	C			
1.0 Knowledge 1.1 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education Problem-solving Oral Questions & hon assignment. 1.2 The Pre-Saudi systems of traditional Education Interactive learning Questions 1.3 The birth of modern education in the kingdom Lecture Oral Questions & hon assignment 1.4 Short and long-term goals of Education in the Kingdom Brainstorming Home Assignments 1.5 Public Education for boys and girls Lecture Home Assignments 2.0 Cognitive Skills Education Research Activities 2.1 King AbdulAziz as the founder of modern Education. Brainstorming Research Activities 2.2 The Role of King Fahd in improving the educational system. YouTube videos Research Activities 2.3 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education Brainstorming Home Assignments 2.4 The notion of Permanent Education Class Discussion Research Activities 2.5 Identifying the problems of Higher Education Brainstorming Research Activities 3.0 Interpersonal Skills & Responsibility Brains		NQF Learning Domains	Course Teaching	Course Assessment		
1.1 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education 1.2 The Pre-Saudi systems of traditional Education 1.3 The birth of modern education in the kingdom 1.4 Short and long-term goals of Education in the Kingdom 1.5 Public Education for boys and girls 1.6 Lecture 1.7 Home Assignments 1.8 Assignment 1.9 Public Education for boys and girls 1.9 Public Education for boys and girls 1.1 Education 1.2 The Role of King Fahd in improving the educational system. 1.3 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education 1.9 Education 1.1 Education 1.0 The Role of King Fahd in improving the educational system. 1.1 Evaluation 1.2 The Role of King Fahd in improving the educational system. 1.2 The Role of King Fahd in improving the educational system. 1.3 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education 1.4 The notion of Permanent Education 1.5 Public Education 1.6 Education 1.7 Evaluation 1.7 Evaluation Education 1.8 Frainstorming Evaluation Research Activities 1.9 Interpersonal Skills & Responsibility 1.0 Interpersonal Skills & Responsibility 1.1 Communication skills 1.2 Evaluation Education Discussion Observations 1.3 Leadership skills 1.4 Communication, Information Technology, Numerical 1.5 Education Acquiring the necessary IT skills to carry out research and Investigation 1.8 Presentations 1.9 Presentations 1.1 Presentations 1.2 Evaluation Presentation 1.3 Presentations 1.4 Presentations 1.5 Presentations 1.6 Presentations 1.7 Evaluation State Problems of Home Assignments 1.8 Evaluation Presentation 1.9 Presentations 1.0 Interpersonal Skills Acquiring the necessary IT skills to carry out research 1.1 Acquiring the necessary IT skills to carry out research 1.2 Using electronic databases in research 1.3 Data collection and data presentation 1.4 Data sorting 1.4 Data sorting 1.5 Presentations	1.0		Strategies	Metnods		
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1.2 The Pre-Saudi systems of traditional Education Interactive learning Questions 1.3 The birth of modern education in the kingdom Lecture Oral Questions & hon assignment 1.4 Short and long-term goals of Education in the Kingdom Brainstorming Home Assignments 1.5 Public Education for boys and girls Lecture Home Assignments 2.0 Cognitive Skills 2.1 King AbdulAziz as the founder of modern Education. Brainstorming Research Activities 2.2 The Role of King Fahd in improving the educational system. YouTube videos Research Activities 2.3 The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education Brainstorming Home Assignments 2.4 The notion of Permanent Education Class Discussion Research Activities 2.5 Identifying the problems of Higher Education Brainstorming Research Activities 3.0 Interpersonal Skills & Responsibility 3.1 Communication skills Brainstorming Presentations 3.2 Scientific discussion Class discussion Observations 3.3 Leadership skills Self-learning		·		assignment.		
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Investigation 4.4 Data sorting Research and Presentations						
	T. J	Data concetion and data presentation		1 resemanons		
Investigation	4.4	Data sorting	Research and	Presentations		
			Investigation			
5.0 Psychomotor	5.0	Psychomotor				
5.1 NA — — —	5.1	NA				

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains Suggested Verbs



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	list, name, record, define, label, outline, state, describe, recall,				
Knowledge	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 &	demonstrate, judge, choose, illustrate, modify, show, use, appraise,				
Responsibility	evaluate, justify, analyze, question, and write				
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,				
Technology, Numerical	operate, appraise, evaluate, assess, and criticize				
	demonstrate, show, illustrate, perform, dramatize, employ,				
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,				
	construct, assemble, experiment, and reconstruct				

5. S	5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment			
1	Final Exam	As Scheduled	60%			
2	Midterm	Mid of the term	20%			
3	Individual Research Project	During the semester	3%			
4	Group project	On a continuous basis	7%			
5	Attendance	On a continuous basis	5%			
6	Essays	On a continuous basis	5%			

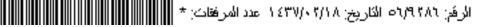
D. Student Academic Counseling and Support

- 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)
 - Weekly office hours

E. Learning Resources

10. List Required Textbooks

- Akil Abdullah Ben Akil.(2013) *The policy of Education in Saudi Arabia: Its roles and Principles*. 10 ed. Riyadh: Al Rashed Bookshop.
- Al Hakil Sulaimen Ben Abderrahman (2004) The Educational Policy in Saudi Arabia. Riyadh: Al





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Farazdak bookshop.

11. List Essential References Materials (Journals, Reports, etc.)

Akil Abdullah Ben Akil.(2013) The policy of Education in Saudi Arabia: Its roles and Principles.
 10 ed. Riyadh: Al Rashed Bookshop

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

• Sunbol, Abdulaziz et al. (1987) *The System of Education in Saudi Arabia*. Riyadh: King Saudi University Press.

12. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

• The Saudi Digital Library / Google and other search engines.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Documentaries about Education in Saudi Arabia and some other presentations.

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.

3 Processes for Improvement of Teaching

- Evaluating teacher performance by students / Colleagues' observation and feedback
 - 13. 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)
 - Check marking of random samples by an independent faculty member
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Review students' performance and modify teaching materials and techniques accordingly.



الهيئسة الوطنيسة للتقوي والاعتماد الأكادب

Course Assessment Questionnaires

Faculty or Teaching Staff: Majda Mohamed Ibrahim Al Imam **Signature:** Majda

Date Report Completed: 1 8/12/1435 Received by: Dr. Mohamed Sherif

This course description was adopted on the 5th session of the Department's council on 25/12/1435

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Educational Techniques &

Communication Skills

EDU116

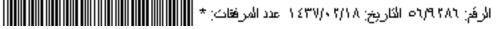
Level 1



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution				
Az Zulfi College of Education		Date of Report	rt	
College/Department: Educational Sciences				
A. Course Identification and General Information				
1. Course title and code: Educational Tech	hniques	& Communication skills EDU1	16	
2. Credit hours: 2 hours				
3. Program(s) in which the course is offe				
(If general elective available in many pro	grams i	indicate this rather than list pro	ograms)	
BA in Education (All majors)				
4. Name of faculty member responsible f	or the o	course		
Imen Hassen Hassen Zaghloul				
5. Level/year at which this course is offer	red:			
Level 1				
6. Pre-requisites for this course (if any)				
None				
7. Co-requisites for this course (if any)				
None				
8. Location if not on main campus				
Az Zulfi College of Education	• `			
9. Mode of Instruction (mark all that app	ply)			
a. Traditional classroom		What percentage?	50%	
b. Blended (traditional and online)		What percentage?	25%	
b. Diended (traditional and omnie)	,	what percentage:	25%	
c. e-learning	√	What percentage?	2370	
d. Correspondence		What percentage?		
f. Other What percentage?				
Comments: ———				





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

1. What is the main purpose for this course?

Introducing students to the different notions related to the techniques of teaching and learning such as curriculum design, learning methods and techniques, the production of teaching materials and evaluation.

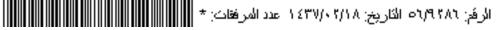
- 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
 - Discovering the learning methods used in e-learning and blended learning.
 - Discovering important websites related to learning
 - A training in curriculum design

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
An Introduction to Communication	2	4
2. The nature and classification of educational methods	2	4
3. Educational materials and their design	1	2
4. Real Objects, samples and models	2	4
5. Modern educational systems	2	4
6. Introduction to the Educational systems and their design.	1	2
7. The concepts of educational techniques	1	2
8. Modern Trends in Educational Techniques	1	2
Modern Trends in Educational Techniques Course components (total contact hours and gradits per semest)	2	4

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14	NA	NA	NA	NA	28
Credit	2	NA	NA	NA	NA	28





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

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 and Teaching Strategy				
	NQF Learning Domains	Course Teaching	Course Assessment		
	And Course Learning Outcomes	Strategies	Methods		
1.0	Knowledge				
1.1	The notion of communication and its methods	Lecture	Exams.		
	and techniques				
1.2	Educational techniques and their resources	Presentation	Oral Questions		
1.3	The types of educational techniques/ materials	Scientific Arguments	Oral Questions		
1.4	Curriculum Design	Brainstorming	feedback		
1.5	The scope of educational techniques	Presentations	feedback		
1.6	Modern Trends in the field	Lecture	Oral Questions		
2.0	Cognitive Skills				
2.1	Writing Reports.	Online learning	Research Activities		
2.2	Data analysis	Research	Writing exercises		
2.3	Gaining research skills	Brainstorming	Checking data		
3.0	Interpersonal Skills & Responsibility				
3.1	Communication skills	Brainstorming	Presentations		
3.2	Scientific discussion	Class discussion	observations		
3.3	Leadership skills	Self-learning	Observations		
3.4	Participating in debates	Discussion and debate	Group projects		
4.0	Communication, Information Technology, Nu	merical			
4.1	Acquiring the necessary IT skills to carry out	Research and	Presentations		
	research.	Investigation			
4.2	Using electronic databases in research	Interactive learning	Presentations		
4.3	Data collection and data presentation	Research and	Presentations		
		Investigation			
4.4	Computer-based data analysis	Research and	Presentations		
		Investigation			
5.0	Psychomotor				
5.1	Producing Educational panels	Observation	Exams		
5.2	Operating the podium	Training & observation	Presentation`		
5.3	Making PPT presentations	Training & Observation	Presentation		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
	list, name, record, define, label, outline, state, describe, recall,
Knowledge	memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram,



المملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـي

Interpersonal Skills &	subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise demonstrate, judge, choose, illustrate, modify, show, use, appraise,			
Responsibility Skins	evaluate, justify, analyze, question, and write			
Responsionity	evarance, justify, unaryze, question, and write			
Communication, Information demonstrate, calculate, illustrate, interpret, research, question				
Technology, Numerical	operate, appraise, evaluate, assess, and criticize			
	demonstrate, show, illustrate, perform, dramatize, employ,			
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,			
	construct, assemble, experiment, and reconstruct			

5. Sc	chedule of Assessment Tasks for Students During the S	Semester	
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm exam	7	20%
2	research	10	10%
3	Production of educational resources	12	7%
4	Assignments and discussions	3-8	3%
5	Final exam	Last week	60%

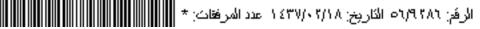
D. Student Academic Counseling and Support

- 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)
 - o Weekly office hours
 - o contact via Email

E. Learning Resources

10. List Required Textbooks

- Hila Ahmed Mohamed (2008) *Educational Technology between theory and Practice*, 2nd ed. Amman: Al Masira Publishing House.
- Messaoudi Saad Hamdi (2007). *Skills of Improving Communication*. Jeddah: The Centre for producing E-learning materials.
- Sabri, Maher (2003) The Arabic Encyclopedia of Educational and Technological Terms. Riyadh: Al





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Rashed Bookshop

11. List Essential References Materials (Journals, Reports, etc.)

• . Salem, Ahmed Mohamed (2010) *The Methods of the technology of Learning*, 3rd ed. Riyadh: Al Rashed Bookshop.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- The Magazine of Educational Technology by The Egyptian Association of Educational Technology.
- The Magazine of the Saudi Association of Education.
- The Magazine of Educational Technology, Kuwait.

12. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- http://emag.mans.edu.eg/index
- http://www.elearning-arab-academy.com/elearning/3d-learning.html
- https://sites.google.com/site/modernteachingstrategies/virtual-learning
- http://helearning.wordpress.com
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Documentaries about Education in Saudi Arabia and some other presentations.

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.

3 Processes for Improvement of Teaching

• Evaluating teacher performance by students / Colleagues' observation and feedback

الرفم: ٩١/٩٢٨١ الكاريخ: ١٤٣٧/٠٢/١٨ عدد المرفقات: *

Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- 13. 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)
- Check marking of random samples by an independent faculty member
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Review students' performance and modify teaching materials and techniques accordingly.
 - Course Assessment Questionnaires

Faculty or Teaching Staff: Dr. Imen Zaghloul Signature: Imen

Date Report Completed: 1 8/12/1435 **Received by:** Dr. Mohamed Sherif

This course description was adopted on the 5th session of the Department's council on

25/12/1435

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

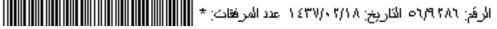
Developmental Psychology EDU126 Level 2



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution		
Az Zulfi College of Education	Date of Repor	rt
College/Department: Educational Science	S	
A. Course Identification and General Info	ormation	
1. Course title and code: Developmental	Psychology EDU126	
2. Credit hours: 2 hours		
3. Program(s) in which the course is offe		
(If general elective available in many pro	ograms indicate this rather than list pro	ograms)
BA in Education (All majors)		
4. Name of faculty member responsible to	for the course	
Amina Mohamed Othman		
5. Level/year at which this course is offe	red:	
Level 2		
6. Pre-requisites for this course (if any)		
None		
7. Co-requisites for this course (if any)		
Educational Psychology / Mental Health		
8. Location if not on main campus		
Az Zulfi College of Education	•	
9. Mode of Instruction (mark all that ap	ply)	
a. Traditional classroom	What percentage?	0%
b. Blended (traditional and online)	√ What percentage?	75%
b. Diended (traditional and omnie)	what percentage:	
c. e-learning	What percentage?	
d. Correspondence	$\frac{\sqrt{}}{}$ What percentage?	5%
		20%
f. Other	What percentage?	
Comments:		



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

1. What is the main purpose for this course?

Introducing students to the different notions related to the psychology and to the benefits of studying it.

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)

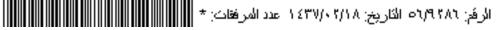
Keeping up with the latest findings in the field of psychology and employing them in teaching.

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
1. An Introduction to Psychology and developmental psychology.	2	4
2. The Scientific methods of psychology	2	4
3. The factors of Human Development	1	2
4. Real Objects, samples and models	1	2
5. General rules of development	1	2
6. The stages of Human development in the Quran	1	2
7. The Cradle stage and the different ways of development	1	2
8. Early childhood and the different ways of development	1	2
9. Late Childhood and the different ways of development	1	2
10. Adolescence and the different ways of development	1	2
11. Adolescence: Some case studies	2	4

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14	NA	NA	NA	NA	28
Credit	2	NA	NA	NA	NA	28





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

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 and Teaching Strategy				
	NQF Learning Domains	Course Teaching	Course Assessment		
	And Course Learning Outcomes	Strategies	Methods		
1.0	Knowledge				
1.1	Theories of psychology and development	Lecture	Exams.		
1.2	Understanding the link between age and	Lecture	Oral Questions		
	development.				
1.3	The different stages of development	Lecture	Oral Questions		
1.4	Understanding Developmental problems	Lecture	feedback		
1.5	Understanding childhood problems	Lecture	feedback		
1.6	Understanding the factors of development	Lecture	Oral Questions		
2.0	Cognitive Skills				
2.1	Understanding psychology.	Online learning	Research Activities		
2.2	The importance of psychology	Research	Writing exercises		
2.3	Understanding the stages of development	Brainstorming	Checking data		
2.4	The factors affecting development	Power Point	Group research		
2.5	Understanding the problems of development	Visual presentation	Group Research		
3.0	Interpersonal Skills & Responsibility				
3.1	Communication skills	Brainstorming	Presentations		
3.2	Scientific discussion	Class discussion	observations		
3.3	Leadership skills	Self-learning	Observations		
3.4	Participating in debates	Discussion and debate Group projects			
4.0	Communication, Information Technology, Nu	merical			
4.1	Acquiring the IT skills to carry out research.	Research& Investigation	Presentations		
4.2	Using electronic databases in research	Interactive learning	Presentations		
4.3	Data collection and data presentation	Research and	Presentations		
		Investigation			
4.4	Computer-based data analysis	Research and	Presentations		
		Investigation			
5.0	Psychomotor				
5.1	NA				

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

Suggested Guidennes for Lear	Suggested Guidelines for Learning Outcome verb, Assessment, and Teaching		
NQF Learning Domains	Suggested Verbs		
	list, name, record, define, label, outline, state, describe, recall,		
Knowledge	memorize, reproduce, recognize, record, tell, write		
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram,		
	subdivide, differentiate, criticize, calculate, analyze, compose,		



الملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكـاديـمـي

	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, que 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	

5. Se	5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project,	Week Due	Proportion of			
	examination, speech, oral presentation, etc.)		Total Assessment			
1	Midterm exam	7	20%			
2	research	On a regular basis	10%			
3	Attendance	On a regular basis	5%			
4	Assignments and discussions	On a regular basis	5%			
5	Final exam	Last week	60%			

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)
 - Weekly office hours
 - o contact via Email

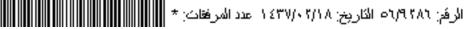
E. Learning Resources

12. List Required Textbooks

- Al Ridi Huwaida Hanafi. An Introduction to Psychology.
- Guezazi, Ahmed Mohamed. Psychology: Childhood and Adolescence.

13. List Essential References Materials (Journals, Reports, etc.)

- . Hamam Fadia & Ahmed Ali (2002) *Developmental Psychology*. Riyadh: Azzahra Punlishing House.
- Heine Mahmoud Atah (1991) Human Development. Riyadh: Al Khirjine Publishing House.
- Zahran Hamed.(1982) Developmental Psychology. Cairo: The book Universe publishing house.





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

NA

- 14. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
- Websites related to psychology
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Documentaries about Education in Saudi Arabia and some other presentations.

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.
- 3 Processes for Improvement of Teaching
 - Evaluating teacher performance by students / Colleagues' observation and feedback
 - 15. 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)
 - Check marking of random samples by an independent faculty member
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Review students' performance and modify teaching materials and techniques accordingly.
 - Course Assessment Questionnaires





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Faculty or Teaching Staff: Dr. Amina Othman Signature: Amina

Date Report Completed: 18/12/1435 **Received by:** Dr. Mohamed Sherif

This course description was adopted on the 5th session of the Department's council on 25/12/1435



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

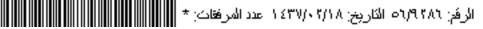
Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Mental Health
EDU216

Level 3





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education - D	epartment of Educational Sciences

A. Course Identification and General Information

A. Course Identification and General Information						
1. Course title and code: Mental Health – E	EDU216					
2. Credit hours: 2 hours						
3. Program(s) in which the course is offered						
(If general elective available in many program	ms indicate this rather than list pro	ograms)				
All college programs – B.A programs	·					
4. Name of faculty member responsible for the second secon	the course: Dr. Rajawat Abdulat	teef				
5. Level/year at which this course is offered	: Level 3					
6. Pre-requisites for this course (if any)						
Developmental Psychology						
7. Co-requisites for this course (if any)						
none						
8. Location if not on main campus						
Az Zulfi College of Education						
9. Mode of Instruction (mark all that apply)						
a. Traditional classroom	$\sqrt{}$ What percentage?	30%				
b. Blended (traditional and online)	Vhat percentage?					
c. e-learning	√ What percentage?	40%				
d. Correspondence	What percentage?					
f. Other What percentage? 30 %						
Comments: Investigation and discovery, problem solving, cooperative learning, and brainstorming.						



الملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـى

B Objectives

- 1. What is the main purpose for this course?
 - 1. To make students aware of the indicators of mental health in the light of the Holy Quran and Sunnah.
 - 2. Students understand the importance of mental health and be able to differentiate between what is good and bad in terms of behaviour.
 - 3. To improve students' ability to take advantage of the principles of mental health regarding family and community and benefit from these principles in the future.
 - 4. Developing students' personality surpassing the weak points they might have.
 - 5. Identifying the most important aids to get rid of of the causes of disorder and mental illness.
- 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 handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
 Definition of Mental Health personal characteristics of mental health Mental health approaches Definition of Mental Illness 	2	4
 Mental health from the perspective of Islam Definition of Mental health in Islam Indicators of Mental health in the light of the Holy Quran and Sunnah. 	1	2
 Concepts of personal normality and abnormality Standards of normality and abnormality (medical, statistical, social and religious) 	2	4





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 Compatibility and mental health Definition of Compatibility Differences between Compatibility and Adaptation Aspects of Compatibility Mental health in the family Mental health in the school Mental health in the community 	2	4
 Defensive tricks Definition of Defensive tricks Defensive tricks – types Models of defensive tricks 	1	2
 Psychological and mental disorders – origin, definition, and differences between them. Models of neurological disorders (anxiety, hysteria, obsessive-compulsive disorder, phobias) 	2	4
 Models of psychotic disorders (psychotic depression - schizophrenia) The treatment of psychosis - the fate of psychosis 	2	4
 Psychosomatic disorders Definitions - causes Psychotherapy -Types 	1	2
 Mental health for teachers Importance of metal health for teachers Role of the teacher in achieving the metal health for students. 	2	4

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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2	Level 3	-	-	-	28 hours
Credit	2	Level 3	-	-	-	28 hours

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 and Teaching Strategy

	NQF Learning Domains	Course Teaching	Course Assessment
	And Course Learning Outcomes	Strategies	Methods
1.0	Knowledge	_	
1.1	Understanding the basic concepts of mental health.	Lecture	Oral questions
1.2	Identifying the role of Islamic education in mental health.	Discussion and dialogue	Oral exams
1.3	Recognizing the standards of normality and abnormality.	Active learning	Homework and discussions during lectures
1.4	Identifying the aspects of mental health.	PowerPoint Presentations	Correcting presentations and recitals
1.5	Identifying the personal characteristics of mental health	Discussions	Lecture
1.6	Identifying the curriculums of mental health.	Cooperative learning	Written exams
2.0	Cognitive Skills		
2.1	Students discern the modern concepts of mental health	Problem-solving method	Tests which include a series of paragraphs that detects the scientific method of thinking.
2.2	Students differentiate between the basic concepts of mental health	Cooperative learning	Written exams
2.3	Appling the basic principles and theories of metal health according to reality.	Discussion and dialogues	Oral questions which include, prediction, analysis and problem solving skills - like what would happen if?
2.4	Applying the theoretical concepts of mental health in the house, school, and community.	Brainstorming	Oral questions
2.5	Evaluating and criticizing what you read of	Brainstorming	Group discussions





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Coeveloping critical thinking skills.		concepts and theories in the field of mental health.		
direct method 3.0 Interpersonal Skills & Responsibility 3.1 Students should be able to develop themselves benefiting from the courses of mental health. 3.2 Enhancing the ethical values and commitment with oneself and others. 3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinion 4.0 Communication, Information Technology, Numerical 4.1 Using communication and information technology 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 Participation in private forums o exchange information 4.8 Participation in private forums o exchange information 4.9 Participation in private forums o exchange information 4.0 Participation in private forums o exchange information 4.1 Participation in private forums o exchange information 4.2 Participation in private forums o exchange information 4.3 Participation in private forums o exchange information 4.4 Participation in private forums o exchange information 4.5 Paychomotor		(Developing critical thinking skills).		
3.0 Interpersonal Skills & Responsibility 3.1 Students should be able to develop themselves benefiting from the courses of mental health. 3.2 Enhancing the ethical values and commitment with oneself and others. 3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect other's opinion. 3.6 Accept other's opinion 4.0 Communication, Information Technology, Numerical 4.1 Using communication and information technology, Numerical 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 Participation in private forums o exchange information 4.8 Participation in private forums o exchange information 4.9 Psychomotor	2.6		Problem – solving method	-
3.1 Students should be able to develop themselves benefiting from the courses of mental health. 3.2 Enhancing the ethical values and commitment with oneself and others. 3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect other's opinion. 3.6 Accept other's opinion 3.7 Discussion 3.8 Discussion 3.9 Discussion 3.9 Discussion 3.0 Discussion 3.10 Discussion 3.11 Discussion 3.20 Discussion 3.3 Discussion 3.4 Discussion 3.5 Now how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect other's opinion 3.6 Accept other's opinion 3.7 Discussion 3.8 Discussion 3.9 Discussion 3.9 Discussion 3.0 Discussion 3.0 Discussion 3.1 Discussion 4.0 Discussion 4.1 Using communication and information technology Numerical 4.1 Using communication and information technology 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information 4.7 Preventation of tasks. 4.8 Participation in private forums o exchange information be them. 4.9 Participation in private forums o exchange information be them. 4.0 Participation in private forums o exchange information be them.	2.0			
benefiting from the courses of mental health. 2. Enhancing the ethical values and commitment with oneself and others. 3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinions. 3.7 Communication, Information Technology, Numerical 4.1 Using communication and information technology assigned tasks. 3.2 Having the ability to check the E-references. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 Psychomotor 1. The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information 4.7 Psychomotor	3.0	interpersonal Skins & Responsibility		
3.2 Enhancing the ethical values and commitment with oneself and others. Cooperative learning observation	3.1		Brainstorming	Oral questions
oneself and others. 3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinion 3.6 Accept other's opinion 3.7 Discussion and dialogues observation 3.8 Occupation 3.9 Discussion and dialogues observation 3.9 Discussion 3.0 Descryation 3.1 Discussion 3.2 Discussion 3.3 Discussion 3.4 Discussion 3.5 Discussion 3.6 Discussion 3.7 Discussion 3.8 Discussion 3.9 Discussion 4.0 Discussion 4.1 Using communication and information technology, Numerical 4.1 Using communication and information technology, Numerical 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 3. Research and survey 4. Discussion 4. Research and survey 4. Discussion 4. Research and survey 4. Discussion		, and the second		5
3.3 Accepting team-work, promoting cooperation and participation values, and the ability to lead groups. 3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinion 4.0 Communication, Information Technology, Numerical 4.1 Using communication and information technology 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 Psychomotor Copyrighte learning Observation Discussions and dialogues observation Discussion Discussion Observation	3.2		Team-work and role-plays	Direct observation
3.4 Act responsibly in personal and professional relationships. 3.5 Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinion 4.0 Communication, Information Technology, Numerical 4.1 Using communication and information technology 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 4.6 Participation in private forums o exchange information 4.7 Prychomotor Self-learning Discussion Observation Discussion Observation Observation Observation Observation Presentation and discussion 1. The teacher assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via e-mail. Assign students to do researches by using world wide web directing them on how to use them. 5.0 Psychomotor	3.3	Accepting team-work, promoting cooperation and	Cooperative learning	working within a group
of ideas, commit to the ethics of discourse and respect others' opinions. 3.6 Accept other's opinion Discussion Observation Observation Observation Using communication and information technology Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. Be able to access digital libraries. Communicate effectively with instructor The teacher assigns students to do tasks electronically The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information Observation Presentation and discussion and information technology Presentation and discussion Presentation	3.4		Self-learning	
4.0 Communication, Information Technology, Numerical 4.1 Using communication and information technology Using E-Learning Discussion 4.2 Using the world wide web to accomplish the assigned tasks. - Presentation and discussion 4.3 Having the ability to check the E-references. Research and survey Observation 4.4 Be able to access digital libraries. Research and survey Performance observation 4.5 Communicate effectively with instructor 1. The teacher assigns students to do tasks electronically Evaluation of tasks 2. The teacher discusses the general questions of the course waiting their answers via e-mail. Assign students to do researches by using world wide web directing them on how to use them. Evaluation of tasks.	3.5	of ideas, commit to the ethics of discourse and	Discussions and dialogues	Observation
4.1 Using communication and information technology 4.2 Using the world wide web to accomplish the assigned tasks. 4.3 Having the ability to check the E-references. 4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 1. The teacher assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information 4.7 Psychomotor Using E-Learning Discussion Presentation and discussion Presentation and discussion Observation Performance observation Evaluation of tasks Evaluation of tasks Evaluation of tasks	3.6			Observation
4.2 Using the world wide web to accomplish the assigned tasks. - Presentation and discussion 4.3 Having the ability to check the E-references. Research and survey Observation 4.4 Be able to access digital libraries. Research and survey Performance observation 4.5 Communicate effectively with instructor 1. The teacher assigns students to do tasks electronically Evaluation of tasks 2. The teacher discusses the general questions of the course waiting their answers via e-mail. Assign students to do researches by using world wide web directing them on how to use them. Evaluation of tasks.	4.0	Communication, Information Technology, Numerical	ical	
assigned tasks. 4.3 Having the ability to check the E-references. Research and survey Observation Research and survey Performance observation 1. The teacher assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via email. 4.6 Participation in private forums o exchange information Assign students to do researches by using world wide web directing them on how to use them. Fevaluation of tasks Evaluation of tasks Evaluation of tasks.	4.1	Using communication and information technology	Using E-Learning	Discussion
4.4 Be able to access digital libraries. 4.5 Communicate effectively with instructor 1. The teacher assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via email. 4.6 Participation in private forums o exchange information Assign students to do researches by using world wide web directing them on how to use them. Assembly Performance observation Evaluation of tasks Evaluation of tasks.	4.2		-	Presentation and discussion
4.5 Communicate effectively with instructor 1. The teacher assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information Assign students to do researches by using world wide web directing them on how to use them. Evaluation of tasks Evaluation of tasks Evaluation of tasks	4.3	Having the ability to check the E-references.	Research and survey	Observation
assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via e-mail. 4.6 Participation in private forums o exchange information Assign students to do researches by using world wide web directing them on how to use them. 5.0 Psychomotor		Be able to access digital libraries.	Research and survey	
information researches by using world wide web directing them on how to use them. 5.0 Psychomotor	4.5	Communicate effectively with instructor	assigns students to do tasks electronically 2. The teacher discusses the general questions of the course waiting their answers via e-	Evaluation of tasks
	4.6		researches by using world	Evaluation of tasks.
5.1 N/A				
	5.0	Psychomotor		



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5. Sc	5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment			
1	Mid-term exam	8	20			
2	Research and discussion	10	10			
3	Classwork	12	10			
4	Final exam	16	60			

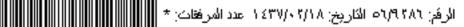
D. Student Academic Counseling and Support

- 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)
 - 1. Communicate with teachers via e-mail
 - 2. supervising the implementation of students' assignments to offer the best counseling guidelines and how to implement the activity in a typical way.

E. Learning Resources

1. List Required Textbooks

- منى توكل السيد (2013): مفاهيم أساسية في الصحة النفسية: الرياض: دار النشر الدولي.
- حامد عبد السلام زهران: (2005) الصحة النفسية والعلاج النفسي ط3 القاهرة: عالم الكتب.
 - علاالدين كفافي (2005): الصحة النفسية والارشاد النفسي: الرياض: دار النشر الدولي.
- جمعة يوسف (2000): الاضطرابات السلوكية وعلاجها القاهرة :دار غريب للطباعة والنشر.
- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - مجلة دراسات نفسية رابطة الاخصائيين النفسيين المصرية (رانم)
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - Websites relevant to the course
 - http://www.webteb.com/mental-health
 - Shifa.ahlamontada.com
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and





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software.		
none		

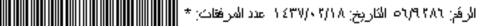
F. Facilities Required

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Classroom for 50 students
 - 50 chairs
 - whiteboard
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Projector (PowerPoint)
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - No need

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Percentage of interaction with the teacher during class.
 - Evaluation of students' learning via exams
 - Students' polls
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Distribution of questionnaires to students at the end of the semester for having a special decision about the course.
 - Self-evaluation of the program.
 - Learning outcomes of learners.
- 3 Processes for Improvement of Teaching
 - Considering the recommendations of course revisions.
 - Attending external training courses.
 - Modifying study plans, if necessary, based on thoughtful reports.
- 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)
 - Revising the exam papers
 - Teachers exchange the classwork of students and evaluate them.





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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Update the content of the course according to the latest changes in this field.
- Using the latest references

Faculty or Teaching Staff: Dr. Paigwat Abdulateef

- Considering course specification of other universities making some comparisons based on the indicators of quality assurance.

actify of Teaching Staff. Dr. Rajawat Abdulateer		
Signature: Dr. Rajawat Abdulateef	Date Report Completed:	
Received by:	Dean/Department Head	
Signature:	Date:	

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H



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ATTACHMENT 2 (e)

Course Specifications

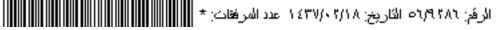
Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Principles of Educational Research EDU217

Level 3





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education - Depart	tment of Educational Sciences

A. Course Identification and General Information

1. Course title and code: Principles of Educational Research – EDU217						
2. Credit hours: 2 hours						
3. Program(s) in which the course is offered						
(If general elective available in many program	ms indicate this rather than list prog	rams)				
All college programs – B.A programs						
4. Name of faculty member responsible for t	the course: Dr. Iftikar Abdullah A	l-Ibraheem				
5. Level/year at which this course is offered	: Level 3					
6. Pre-requisites for this course (if any)						
none						
7. Co-requisites for this course (if any)						
none						
8. Location if not on main campus						
Az Zulfi College of Education – Main Can 9. Mode of Instruction (mark all that apply)	npus and additional building.					
9. Mode of histraction (mark an mat appry)						
a. Traditional classroom	√ What percentage?	25%				
b. Blended (traditional and online)	√ Vhat percentage?	20%				
c. e-learning	√ What percentage?	5%				
d. Correspondence	d. Correspondence √ What percentage? 5%					
f. Other What percentage? 45 %						
Comments:						



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B Objectives

- 1. What is the main purpose for this course?
 - 1. Defining the basic concepts and principles of educational research fields, objectives, characteristics of the scientific method and its objectives and methodologies.
 - 2. Defining the steps of scientific research, its methods, and the tools of collecting information.
 - 3. Using the tools of collecting data when preparing a suggested plan for an educational research.
 - 4. Using the steps of scientific research to prepare a suggested research plan.
 - 5. Possessing the ethics of educational research.
- 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)
 - 1. Benefiting from internet websites relevant to the course topics.
 - 2. Varying the style of teaching by using PowerPoint and smart board.
 - 3. Using modern strategies of teaching.
 - 4. Motivating students to use the research and survey techniques when doing a research project.
 - 5. Updating the course content in the light of new trends which confirm the results of studies and research in the field of research methods.

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
First: Educational research (definition, objectives, fields) 1. Definition of educational research 2. Objectives of educational research 3. Importance of educational research 4. Characteristics of educational research 5. Fields of educational research	2	4
Second: Scientific method in educational research: 1. Definition of science and its objectives 2. Scientific way of research 3. Trends of scientific research 4. Scientific behavior and normal behaviour, the non-scientific.	2	4





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 Third: Plan of Educational Research: A: Identifying the problem: The nature of the problem in educational research. Access to the sources of the problem in educational research Considerations and conditions that must be taken into account in the selection of the problem of educational research Types of research problems and identifying the methods of problem formulation in educational research. Standards of evaluating the problem in educational research. Contents of Research Plan: Title, introduction, problem, previous studies, research objectives, importance of research, assumptions, axioms, research limitations, 	3	6
procedures of study, identifying the concepts, and a list of references and documentation. Four: Sources of collecting data and information in educational research. 1. Library and educational research 2. Classification system in the library 3. Internet and educational research 4. Training on how to use the library and educational research	1	2
 Five: Samples and tools of educational research: Samples: Definition, sample selection, types of samples (random sampling methods, methods of non-random sample) research tools. Questionnaire: Steps of designing a questionnaire, forms of questionnaire, rules of forming a questionnaire, and the distribution of the questionnaire. Interview: Interview procedures, forms of interview, and traits of conducting an interview. Observation: types of observation, observation procedures, traits and limitations of observation, and differences between interview and observation. Tests. 	2	4
Six: Methods of educational research: 1. Descriptive method: Definition, steps, styles of descriptive studies. 2. Semi-experimental method: definition, characteristics, and evaluation of this method. 3. Experimental method: Concepts, adjusting the variables, types of experimental designs, evaluating the experimental method.	2	4
Seven: Educational research (ethics, mistakes, and obstacles): 1. Ethics of educational research (Intellectual property, data confidentiality, impartiality) 2. Inherited errors in educational research. 3. Obstacles to educational research.	2	4

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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2	First Semester	N/A	N/A	N/A	14 hours
Credit	2	First Semester	N/A	N/A	N/A	28 hours

3. Additional private study/learning hours expected for students per week.	
e, radicional private study rouning nears expected for students per week	
	_

	NQF Learning Domains	Course Teaching	Course Assessment
	And Course Learning Outcomes	Strategies	Methods
1.0	Knowledge		112021000
1.1	Understanding the basic concepts of educational	Discussion and dialogue	Written exams and class
	research.		participations
1.2	Identifying the elements of educational research plan	Brainstorming	Oral exams
1.3	Knowing the tools of educational research	Cooperative learning	class participations
1.4	Mentioning the tools of educational research	Cooperative learning	class participations
1.5	Identifying the methods of educational research	Workshops (teamwork)	Assignments and research activities
1.6	Identifying the steps of the scientific method of	Self-learning PowerPoint	Assignments and research
	educational research.	presentations	activities
2.0	Cognitive Skills		
2.1	Applying the scientific research steps in doing a research project.	Discussion and dialogues	Assignments and research activities and class participations
2.2	Search and collecting data and information about different research projects.	Brainstorming	class participations
2.3	Criticizing and analyzing a number of scientific thesis.	Cooperative learning	class participations
2.4	Positive communication with others and the exchange of views.	Workshops	Research activities
2.5	Tracking the style of logical scientific thinking in addressing the problems faced by students	Self-learning	Assignments
3.0	Interpersonal Skills & Responsibility		
3.0	interpersonal Skins & Responsibility		
3.1	Retaining the ethics of educational research	Discussions and dialogues	Direct observation within groups
3.2	Communicate positively and respect the cooperative	Brainstorming within	Assignments



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	learning groups.	cooperative learning	
		groups	
3.3	Self-research and surveying the research	Brainstorming within	Cooperative research
	assignments.	cooperative learning	activities
		groups	
3.4	Using the scientific method in thinking, research	Brainstorming within	Self-evaluation for the self-
	and discussion.	cooperative learning	assignments
		groups	
3.5	Thinking in combination with cooperative research	Brainstorming within	Self-evaluation for the self-
	groups to solve some problems and provide	cooperative learning	assignments
	solutions to them.	groups	
4.0	Communication, Information Technology, Numer	ical	
4.1	Identifying the skills needed to be developed in this	5. Thinking maps	8. Oral exams
	field:	6. Self-learning	9. Assignments
	4. Using the self- research skills on different	7. Learning through	10. Research activities
	websites related to the subject.	surveys	
4.2	Using skills of cooperative learning and the active	Cooperative workshops	Class participations
	participation in achieving the tasks and various		
	activities.		
4.3	Using thinking maps in the preparation of research	Brainstorming	Preparing a suggested
	plans		research plan
5.0	Psychomotor		
5.1	N/A		

5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment		
1	Mid-term exam	In agreement with students	20 %		
2	Research assignments and preparing a suggested research plan	In agreement with students	10%		
3	Classroom discussions	Weekly	10%		
4	Final written exam	End of semester	60%		



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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)
 - 1. Consultations and academic counseling for students by teaching staff members.
 - 2. Office hours (4 hours a week)
 - 3. Communicate with teachers via e-mail

E. Learning Resources

1. List Required Textbooks

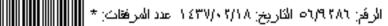
- Mohammad Abdulrazak Ibraheem And Abdulbaqi Abdulmonem Abu Zaid: Skills of Educational Research, Al-Fikr House.
- Sameer Younes Salah and others: Methods of Educational Research between Theory and Practice, Alfalah Library, Kuwait 2007.
- Abdullah Sulaiman Ibraheem, Zain bin Hassan Raddadi: Methods of Research in Human Sciences, Al-Rushd Bookstore., Riyadh, 2007.
- Mohammad Khaleel Abbas and others: Introduction to Methods of Research in Education and Psychology, Al-Moieserah House, Jordan, 2007.
 - ـ محمد عبد الرازق إبراهيم وعبد الباقي عبد المنعم ابوزيد:مهارات البحث التربوي، دار الفكر ،الأردن ,2007. ـ سمير يونس صلاح وآخرون: مناهج البحث التربوي بين النظرية والتطبيق ،مكتبة الفلاح الكويت، 2007م
 - . عبدا لله سليمان إبر اهيم زين ابن حسن ردادى :مناهج البحث في العلوم الإنسانية، مكتبة الرشد الرياض 2008.
 - مساعد بن عبد الله بن حمد النوح: مبادئ البحث التربوي، مكتبة الرشد, الرياض, 2006.
 - محمد خليل عباس وآخرون: مدخل إلى مناهج البحث في التربية وعلم النفس ، دار المسيرة ،الأردن.2007.

2. List Essential References Materials (Journals, Reports, etc.)

- Mohammad Abdulrazak Ibraheem And Abdulbaqi Abdulmonem Abu Zaid: Skills of Educational Research, Al-Fikr House, Jordan.
- Mosaed bin Abdullah bin Hamed Al-Nooh: Principles of Educational Research, Al-Rushd Bookstore, Riyadh, 2006.
- Mohammad Khaleel Abbas and others: Introduction to Methods of Research in Education and Psychology, Al-Moieserah House, Jordan, 2007.
 - محمد عبد الرازق إبراهيم وعبد الباقي عبد المنعم ابوزيد:مهارات البحث التربوي، دار الفكر،الأردن 2007.
 - مساعد بن عبد الله بن حمد النوح: مبادئ البحث التربوي، مكتبة الرشد الرياض. 2006.
 - -محمد خليل عباس وآخرون: مدخل إلى مناهج البحث في التربية وعلم النفس ،دار المسيرة ،الأردن. 2007

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Journal of Education and Psychological Studies.
- Journal of Educational Sciences
- Journal of Methods and Teaching Methods
- Journal of the Saudi Society for Educational and Psychological Sciences (Justin).
- Journal of Studies on Curricula and Teaching Methods of the Egyptian Society of Curricula and Teaching Methods
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- www.google.com
- www.mostafa-gawdat.net
- www.altavista.com
- www.excite.com
- www.alltheweb.com
- www.hotbot.com
- www.go.com
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Smart notebook
 - Microsoft Office 2007
 - Adobe reader 9
 - Avast antivirus

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Classroom for 60 students
 - 60 chairs
 - whiteboard
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Portal Compuetr
 - Data Show Projector (PowerPoint)
 - Smart board
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - None

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Percentage of interaction with the teacher during class.
 - Evaluation and statistical analysis of students' learning via exams
 - Course evaluation questionnaire
 - Student satisfaction survey
 - Personal interviews of distinguished students (the top).
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Self-evaluation for teaching staff members according to the standards of self-evaluation.





المملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- Results of students' learning
- Self-evaluation of the program.
- Learning outcomes of learners.
- Evaluation of a colleague in the corresponding specialization
- 3 Processes for Improvement of Teaching
 - Benefiting from the experiences of other accredited corresponding colleges.
 - Improvement in light of recent trends in thinking.
 - Focus on active learning strategies.
 - Attend courses and programs and meetings for the development of teaching, learning and evaluation methods
- 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)
 - Revising the exam papers
 - Teachers exchange the classwork of students and evaluate their degree of achievement.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Periodical meetings for the staff members of the same specialization for the purpose of improvement
 - Writing reports which shows the strong and weak points.

Faculty or Teaching Staff: Dr. Iftikar Abdullah Al. Ibraheem

- Course evaluation in light of learners' results making real suggestions for improvement.

racuity of Teaching Staff. Dr. Hukar Abdulla	in Ai_ioi ancem
Signature: Dr. Iftikar Abdullah Al_Ibraheem	Date Report Completed:
Received by:	Dean/Department Head: Dr. Mohammad Al-Shareef
Signature:	Date:

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

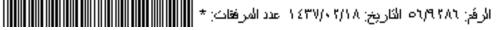
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Educational Psychology

EDU226

Level 4





الملكة العربية السعودية الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435	
College/Department : Az Zulfi College of Education - Department of Educational Sciences		

A. Course Identification and General Information				
1. Course title and code: Educational Psychology – EDU226				
2. Credit hours: 2 hours				
3. Program(s) in which the course is offered.				
(If general elective available in many programs indicate this rather than list programs)				
All college programs – B.A programs				
4. Name of faculty member responsible for the course: Dr. Mona Hamed Mohammad Abo Wardeh				
5. Level/year at which this course is offered: Level 4				
6. Pre-requisites for this course (if any)				
Developmental Psychology				
7. Co-requisites for this course (if any)				
- The course requires a lab to conduct lear 8. Location if not on main campus	rning experiments			
Az Zulfi College of Education - Girls' Col	lege (Old Ruilding)			
9. Mode of Instruction (mark all that apply)				
y. 1.10 do of 11150 dotton (main and app.25)				
a. Traditional classroom	√ What percentage?	40%		
b. Blended (traditional and online)	What percentage?			
c. e-learning	√ What percentage?	30%		
d. Correspondence	What percentage?			
f. Other	√ What percentage?	30 %		
Comments:				
none				



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

- 1. What is the main purpose for this course?
 - 1. To make students aware of the importance of Educational Psychology in education, topics of Educational Psychology, uses, and benefit from experiences and experiments conducted in the same field.
 - 2. Students understand the basic concepts of learning, conditions, and theories.
 - 3. Students acquire the practical skills of concepts and theories of Educational Psychology in the field of learning process.
 - 4. Students should consider the role of Educational Psychology in developing the elements of learning process.
- 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)
 - 1. The theoretical part has been prepared by using the (Articulator) program which is somehow similar to PowerPoint application.
 - 2. An additional topic has been proposed (Learning Disabilities) due to its importance in the educational process especially in the first stages of learning.
 - 3. All course contents are introduced in the form of PowerPoint slides on this website: http://faculty.mu.edu.sa/mebraim

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

List of Topics	No. of Weeks	Contact Hours
Educational Psychology: topics, importance objectives, and principles of learning in Islam.	1	2
2. Learning: Definition and conditions of learning.	1	2
3. A: Motivation: definition, types, focus on the factors that create motivation at schools like focusing students' attention on the target of learning, exciting students tendencies - discussion - identifying learning outcomes - reward and punishment- school tests - to provide an appropriate educational environment. B: Maturity: definition and its importance. C: Practice: definition, methods and uses in school.	1	2





الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

4. Four: some educational practices in the field of learning (memorization, retrieval, efforts distributed and effort retrieved, collective and partial way, and macro-learning and individual learning	1	2
 5. A. Correlative theory of learning - learning by trial and error (Thorndike) - educational applications on the trial and error theory. 6. B - Theory of educational learning and its applications 	1	2
7 Learning foresight (Aljhtalt) and educational applications.	1	2
8. Sematic meaning (Azobel) and its educational applications.9. Social learning by observation (Bandoora) and its educational applications.	1	2
10. Effects of learning transfer - concept - types - scientific results for the transition of the impact of learning.	1	2
11. Conducting experiments on learning, drawing curves and interpretation of the results of learning theories in this light.	1	2

2. Course com	2. Course components (total contact hours and credits per semester):					
Lecture Tutorial Laboratory Practical Other:						
Contact Hours	2	1	-	-	-	28 hours
Credit	2	1	-	-	-	28 hours

3. Additional private study/learning hours expected for students per week.This average represents an academic semester but not a week.	-

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Understanding the basic concepts and conditions of learning.	Strategies of E-learning	Periodical written exams
1.2	Identifying the role of Educational Psychology in the learning process.	Lectures	Homework
1.3	Recognizing the importance of Educational Psychology for the teacher and student.	Cooperative learning groups	Researches
1.4	Identifying the objectives of Educational Psychology.	Researches	Assignments
1.5	Identifying the concept and basic conditions of	Using World Wide Web to	Periodical written exams



الملكة العربية السعودية الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديمي

	learning	get information			
1.6	Identifying the importance of practice and its	Discussions	Oral exams		
	impact on learning				
2.0	Cognitive Skills				
2.1	Students discern the role of Educational Psychology	Discussions	Recalling questions		
2.2	in the learning process	D. D. L. D. L. L.			
2.2	Understanding the topics of Educational	PowerPoint Presentations	Sympathetic questions		
2.2	Psychology Students differentiate between the importance of	Overtions to develop	Descript superiors		
2.3	Students differentiate between the importance of Educational Psychology for students and teachers.	Questions to develop problem-solving skills.	Practical questions		
2.4	Practically, applying the theoretical objectives of	Real examples	Problem-solving questions		
2.4	Educational Psychology	Real examples	r toblem-solving questions		
2.5	Analyzing the concept of learning and recognizing	Discussions	Sympathetic questions		
2.0	its basic conditions.	Discussions	Sympanicile questions		
2.6	Recognizing the different types of practices and its	Lecture	Sympathetic questions		
	importance in learning				
3.0	Interpersonal Skills & Responsibility				
3.1	Cooperation, group work and teamwork.	Cooperative learning	Observation		
3.2	Affiliation, active participation, respect others	Group work	Evaluation of group		
	opinions and not to underestimate this participation;		activities		
2.2	no matter what is.	D 1 1			
3.3	Practices of students for the phases that accept the	Research and survey	Evaluation of students' researches		
3.4	' <u>1</u>		observation		
3.4	Group participation in activities to develop personal relationships	Workshops	Observation		
3.5	Assign students for group activities achieved	PowerPoint presentations	Evaluation of PowerPoint		
3.3	through cooperation with other partners.	Tower one presentations	presentations		
4.0	Communication, Information Technology, Numer	ical	, <u>, , , , , , , , , , , , , , , , , , </u>		
	,				
4.1	Search means about sources of information on	E-Learning	Evaluation of students' way		
	World Wide Web		of documentation		
4.2	Search means about sources of information in	Research activities	Evaluation of research		
	libraries				
4.3	Ways of documenting scientific references	Assign students to use	Evaluation of students' way		
		scientific way of	of documentation		
1.1	Come statistical information for calculating the	documentation Survey study using multi	Evolution of surveying		
4.4	Some statistical information for calculating the coefficient correlation in the correlation studies to	Survey study using multi- source information	Evaluation of surveying studies		
examine the relationships between variables in the		Source information	studies		
	field of Educational Psychology				
5.0	Psychomotor				
5.1	N/A				
		•	· · · · · · · · · · · · · · · · · · ·		







الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

5	5. Schedule of Assessment Tasks for Students During the Semester				
		Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment	
	1	Group research	4	10	
	2	Individual assignments	Weekly	5	
	3	Mid-term exam	7	20	
	4	Participation and various activities	All lectures	5	
	5	Final exam	Last week	60	

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)
 - 1. Two hours a week

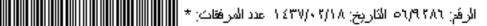
E. Learning Resources

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.)
 - Saudi Digital Library: http://sdl.edu.sa/
 - Al-Mostafa Library: http://www.al-mostafa.com/
 - Teacher's website: http://faculty.mu.edu.sa/mebrahim/
 - Google search engine: https://www.google.com.sa/
 - http://eric.ed.gov/
 - ar.wikipedia.org/wiki/
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- Using (Articulator) program - PowerPoint prsentations - You tube videos about theories of learning and its applications.

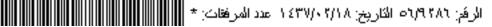
F. Facilities Required

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Rooms equipped with data show projectors and smart boards.
 - It is preferred to teach this course in the morning.
 - Classroom for 30 students
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Rooms should be equipped with a number of computers in conformity with the number of students to be able to use the e-learning website.
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - A lab for Educational Psychology
 - A lab for Measurement and Evaluation
 - Providing tests and standards related to educational psychology course such as measures of intelligence (Luxler) and Stanford modern standards- measures of innovative thinking measures of motivation for achievement.

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Students' Poll through the application of questionnaires throughout the semester to learn the educational goals that have been achieved from the course.
 - Students fill a questionnaire to evaluate the teacher, methods of teaching, teaching means, and technological tools used in teaching.
 - Through the results of achievement tests and methods of evaluating students, then we can judge the teacher's performance and see how suitable teaching methods used in the course would consider individual differences among students.
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Self-evaluation at the end of the lecture to identify the percentage of achievement on the level of the course in particular and the learning process in general.
 - Continuous self-learning through the results of students' evaluation.
 - The performance can be improved by exchanging the experiences of other corresponding colleagues.
- 3 Processes for Improvement of Teaching





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- Using modern technology and developing professional skills and abilities as one of the important means used in teaching.
- Attending training workshops to be proficient using special skills related to the topics of the course.
- Diversity in the use of teaching methods suit the nature of the topics to cover individual differences among students.
- Diversity in assignments and classwork suit the level of students and topics related to the course..
- 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)
 - Formative assessment and feedback while teaching.

Faculty or Teaching Staff: Dr. Mona Hamed Abo-Wardeh

- Oral questions at the end of each week
- Periodical exams
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Periodical revision refreshment at the beginning of each lecture about previous lectures.
 - Students have a look at their exam papers after checked by the teacher to identify their mistakes.
 - Asking students about the benefit they get from the various teaching methods used in classroom .
 - Students' poll about the benefit they get from the book they study.

v	
Signature: Dr. Mona Hamed Abo-Wardeh	Date Report Completed:
Received by:	Dean/Department Head
Signature:	Date:

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment

ATTACHMENT 2 (e)

Course Specifications

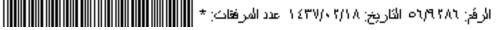
Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Administration and Educational Planning EDU316

Level 5





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education - De	partment of Educational Sciences

A. Course Identification and General Information

1. Course title and code: Administration and Educational Planning – EDU316				
2. Credit hours: 2 hours				
3. Program(s) in which the course is offered		,		
(If general elective available in many program	ms indicate this rather than list prog	grams)		
All college programs – B.A programs				
4. Name of faculty member responsible for t	the course: Dr. Yahia Mostafa			
5. Level/year at which this course is offered	: Level 5			
6. Pre-requisites for this course (if any)				
none				
7. Co-requisites for this course (if any)				
none				
8. Location if not on main campus				
Az Zulfi College of Education (main build	ing + additional building)			
9. Mode of Instruction (mark all that apply)				
a. Traditional classroom	√ What percentage?	70%		
b. Blended (traditional and online)	What percentage?			
c. e-learning	√ What percentage?	20%		
d. Correspondence	What percentage?			
f. Other	√ What percentage?	10 %		
Comments:				
Students are required to practically practice what they have already studied.				





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

- 1. What is the main purpose for this course?
 - 3. Developing students' skills and knowledge with respect to school administration and educational planning by considering the fundamental concepts of school administration, educational planning, and practical aspects that might benefit them in the practicum.
- 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)
 - 4. To reinforce the course with a number of local, Arab and foreign applications in the field of administration, planning and education, to support students' ability to practice in real life, in addition to paying attention to everything that is related to the topics of the course.

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	
 Educational Administration A: Concepts of Educational Administration B: Comparison between Educational and Instructional Administration 	أسبوع	2	
4. The evolution of administrative thinking (classical school, the movement of human relations, and entrance of systems).	أسبوعان	4	
5. Concepts of school administration and its objectives6. Characteristics of the successful school administration	أسبوع	2	
7. Principles of successful school administration8. Fields of school administration	أسبوع	2	
9. Functions of school administration and its actions (planning, organizing, directing and controlling, and evaluation)	أسبوعان	4	
10. Core of educational planning, its principles and levels.	أسبوع	2	





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11. Fundamentals of the successful educational planning12. Phases of the successful educational planning at schools	أسبوع	2
13. Using SWAT strategy in the successful educational planning	أسبوعان	4
14. Core of administrative reports and skills needed to write these reports	أسبوع	2
15. Skills of making educational decisions	أسبوع	2

2. Course components (total contact hours and credits per semester):								
Lecture Tutorial Laboratory Practical Other: Total								
Contact Hours	2	1	-	-	-	28 hours		
Credit 2 28 hours								

3. Additional private study/learning hours expected for students per week.		
	_	

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Students define the concept of educational and school administration	Brainstorming	Oral and written questions
1.2	Identifying the principles of the successful school administration and its objectives.	Discussion and dialogue	Oral and written questions
1.3	Explain the fields of school administration	Discussion and dialogue	Oral and written questions
1.4	Arrange the elements of the successful educational planning process	Discussion and dialogue	Oral and written questions
1.5	Define the concept of administrative report	Brainstorming	Oral and written questions
1.6	Mention the concepts of organizing, directing, and evaluation.	Analysis and interpretation	Oral and written questions
2.0	Cognitive Skills		
2.1	Compare between different schools to develop the administrative thinking.	Brainstorming	Oral and written questions
2.2	Demonstrate the relationship between the successful educational steps and organization	Analysis and interpretation	Oral and written questions
2.3	Distinguishes between decision-making and decision-taking.	Analysis and interpretation	Oral and written questions
2.4	Explain the steps of strategic planning	Analysis and interpretation	Oral and written questions



Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

2.5	Apply SWAT steps in dealing with educational issues.	Analysis and interpretation	Practical activity
2.6	Write a correct administrative report	Discussion and dialogue	Practical activity
3.0	Interpersonal Skills & Responsibility		•
3.1	Share other partners in writing an educational plan	Cooperative learning	Group activity
3.2	Discuss the techniques of making decisions in relation to a specific issue.	Discussions and dialogues	Group activity
3.3	Provide others with the necessary data and information to write a successful report.	Discussions and dialogues	Practical activity
4.0	Communication, Information Technology, Numer	ical	
4.1	Interact with others on different administrative websites and forums	Practical report	Performance observation
4.2	Offer solutions to some administrative problems proposed by educational and school directorates via their websites.	Practical report	Writing a report
5.0	Psychomotor		
5.1	Students emulate the skills of making and taking an educational decision in relation to a specific educational problem.	Discussions and dialogues	Performance observation

5. Schedule of Assessment Tasks for Students During the Semester				
3. 50	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment	
1	Group work	Every two weeks	5%	
2	Individual work	Weekly	5%	
3	Quizzes	Weekly	5%	
4	Attendance and conduct	Weekly	5%	
5	Periodical tests	Middle of semester	20%	
6	Final exam	End of semester	60%	



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

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)
 - 1. Every staff member should specify the office hours to make it easy for students to communicate with their teacher via e-mail.

E. Learning Resources

1. List Required Textbooks

- 2. سلامة، عادل عبد الفتاح، وآخرون (2012) الإدارة المدرسية والصفيّة، دار العالم العربي
- 2. List Essential References Materials (Journals, Reports, etc.)

- . محمد، ماهر أحمد حسن (2013) الإدارة التربوية، مكتبة المتنبي.
- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - أبو ناصر، فتحي محمد (2008). مدخل إلى الإدارة التربوية النظريات والمهارات. دار المسيرة للنشر والتوزيع: الأردن.
 - الحر، عبد العزيز محمد (2005). التخطيط الاستراتيجي. المركز العربي للتدريب التربوي لدول الخليج.
 - المعايطة، عبد العزيز (2007). الإدارة المدرسية في ضوء الفكر الإداري المعاصر دار الحامد: عمان.
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - Ministry of Planning
 - Database (Al-Mandhooma House)
 - Saudi Digital Library (SDL)
 - Website of Arabic Organization for administrative Development
 - Arab Forum for the Administration of Human Resources.
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

none

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Classroom for 50 students
 - E-podiums connected to Internet



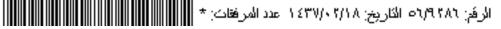


المملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- Internet Wi-Fi
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - ipad
 - Smart board
 - Projector (PowerPoint)
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - Flip chart and markers to be used by students inside classrooms.

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Evaluation of students' achievement
 - Analyzing students' poll in relation to the effectiveness of teaching methods.
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Visit-exchange between corresponding teachers of the same course
 - Analyzing students' poll in relation to the effectiveness of teaching methods.
- 3 Processes for Improvement of Teaching
 - Analyzing the form of students' poll in relation to the subjects they studied, their suggestions, and the process of cancelling or adding something new.
- 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)
 - Correcting a sample of students' activities (projects, quizzes, or final exams). Checking process should be done by those teachers who teach the same course.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Update the course itself according to the latest changes in this field.
 - Update the content of the course according to the latest changes in this field.
 - Considering the new international trends in the field of educational and administrative thinking.
 - Follow-up legislations and laws issued by the Ministry of Education in the Kingdom in relation to administrative tasks.





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Faculty or Teaching Staff: Dr. Yahia Mostafa					
Signature: Dr. Yahia Mostafa	Date Report Completed:				
Received by:	Dean/Department Head:	Dr. Mohammad Saad Al-Shareef			
Signature:	Date:				

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

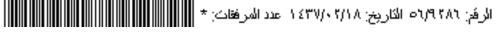
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Production and Sources of E-learning

EDU317

Level 5





الملكة العربية السعودية الهيئـة الوطنيـة للتقويم والاعـتـمـاد الأكـاديـمـي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education - D	epartment of Educational Sciences

A. Course Identification and General Information

1. Course title and code: Production and Sources of E-learning – EDU317					
2. Credit hours: 2 hours					
3. Program(s) in which the course is offered					
(If general elective available in many program All college programs – B.A programs	ms indicate this rather than list prog	grams)			
An conege programs – B.A programs					
4. Name of faculty member responsible for	the course: Dr. Ahlam Dessoqi Ar	ref Ibraheem			
5. Level/year at which this course is offered	: Level 5				
6. Pre-requisites for this course (if any)					
Educational Technology and Skills of Con	nmunication				
7. Co-requisites for this course (if any)					
none					
8. Location if not on main campus Az Zulfi College of Education (additional	huilding)				
9. Mode of Instruction (mark all that apply)	bunding)				
9. Wode of histraction (mark an that appry)					
a. Traditional classroom	$\sqrt{}$ What percentage?	25%			
b. Blended (traditional and online)	√ What percentage?	25%			
c. e-learning	√ What percentage?	50%			
d. Correspondence	What percentage?				
f. Other What percentage?					
Comments:					
none					



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

- 1. What is the main purpose for this course?
 - 1. Designing and Producing Sources of E-learning:
 - 1. Students identify the definition of modern technologies, its forms, and how to apply these technologies in the learning process like technology of e-learning, mobile learning, and widespread learning.
 - 2. Identify the stages of educational design models which can be used in designing and producing the sources of e-learning.
 - 3. Identify the concept of sources of e-learning, its models, and standards that can be used like the digital library.
 - 4. Students should be able to produce different kinds of e-learning sources like multimedia, PowerPoint presentations, e-learning courses, digital learning objects, e-exams, blogs, and learning channels.
 - 5. Take the responsibility for self-learning and his personal, professional and ethical growth.
- 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)
 - 1. Using the blended e-learning courses
 - 2. Using labs in the college for training students which in turn help them acquire the skills of producing the sources of e-learning.
 - 3. Using available websites to produce and publish different sources of e-learning.
 - 4. Provide students with references via Internet to rich the content of the course.
 - 5. Update the content of the course continually in the light of new trends in corresponding majors.

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
1. E-Learning	1	2
2. Mobile and widespread learning	1	2
3. Sources of learning and e-learning	1	2
Models of educational design used in designing and production of sources of e-learning.	1	2





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

5. Designs and productions of effective PowerPoint presentations in the light of educational and technical standards.	1	2
6. Design and production of interactive multi-media educational programs	1	2
7. Design and production of electronic courses (e-lessons)	1	2
8. Design and production of e-book	1	2
9. Design and production of digital learning objects and databases	1	2
10. Design and production of e-tests	1	2
11. Design and production of educational websites	1	2
12. Using website tools (2.0) in teaching and learning like blogs, Wiki, Facebook, Twitter, broadcast, and YouTube.	1	2
13. Design and production of educational e-blogs	1	2
14. Production of an educational channel on YouTube.	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2	1	-	-	-	28 hours
Credit	2	1	-	-	-	28 hours

3. Additional private study/learning hours expected for students per week.	
	_

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	At the end of the course, students are expected to be able to:		
1.2	1. Identify the concept of e-learning, its kinds, elements, ways to apply e-learning, and ways of running this system.	Discussion and dialogue	Homework
1.3	2. Identify the concept of mobile and widespread learning, wireless technologies used, and advantages and disadvantages.	Cooperative learning	Evaluation during lectures like discussions and continuous assessing questions.
1.4	3. Mention the concept of sources of learning and e-learning, kinds, and ways of appointing these sources.	Blended learning	Pre-evaluation at the beginning of each lecture



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1.5	4. Analyzing the models of educational design used	Discussion and dialogue	Written exams (Mid-term			
	in designing the sources of e-leaning.		and final exams)			
1.6	5. Mention the sues of Facebook, blogs, twitter,	Brainstorm	Worksheets and researches.			
2.0	and YouTube.					
2.0	Cognitive Skills					
2.1	Research skills and survey about information	- Cooperative learning	Observation			
	related to different sources of e-learning.	- Brainstorming				
		Teaching surveysWeb-based teaching				
2.2	Skill analysis and assessment of information and	Discussion	Self-learning			
2.2	concepts that are obtained.	Discussion	Sen rearming			
2.3	Skill in the use of the scientific method to solve	Problem – solving method	Attitudes tests			
	some of the problems and propose innovative					
2.4	solutions.	C (2) 1 1	A			
2.4	Skill of applying information results in the findings of the new positions.	Competitive learning Individual learning	Assignments and tasks in the achievement file.			
2.5	Skill of self-assessment and the development of	Competitive learning	Homework and written			
2.0	skills beyond the knowledge that is gained	Individual learning	exams			
3.0	Interpersonal Skills & Responsibility					
3.1	Skills of leadership	Cooperative learning	Achievement files			
3.2	Skills of making decisions	Brainstorming and group works	Observation			
3.3	Listening to others and dialogue skills.	Cooperative learning	Interviews			
3.4	Skills of communication and group work	Cooperative learning	Questionnaires			
3.5	Skills of self-learning	Cooperative learning	Self-evaluation			
3.6	Skills of respecting others, values, customs, and traditions	Cooperative learning	Observation			
4.0	Communication, Information Technology, Numer	rical				
4.1	Skill of using computer in the production of e-	Self-learning, discussion,	Observation and self-			
	learning sources	competitive learning, and	evaluation			
4.2	Skills of using internet and available websites for	problem-solving method Individual and blended	Assignments and			
4.2	the production of e-learning sources	learning	homework			
4.3	Skills of electronic and human communications	Discussion and dialogues	Interviews			
	with other colleagues in both ways: written and					
	oral.					
4.4	Skills of effective communication within groups of	Cooperative learning	Interviews and class			
5.0	cooperative learning.		participations			
5.0	Psychomotor					
5.1	1. Designs and productions of effective	Practices in the lab	- Practical exams			
	PowerPoint presentations in the light of	Simulation	- Achievement files			
	educational and technical standards.	Workshops	- Cards of evaluating			
5.0	2. Design and machinetical fine with a well.	Due eti e e e in 41 - 1 - 1	a production			
5.2	2. Design and production of interactive multi-	Practices in the lab	- Practical exams			





الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

	media educational programs		Achievement filesCards of evaluating a production
5.3	Design and production of electronic courses (elessons)	Practices in the lab	Practical examsAchievement filesCards of evaluating a production
5.4	4. Design and production of e-book	Practices in the lab	Practical examsAchievement filesCards of evaluating a production
5.5	5. Design and production of digital learning objects and databases	Workshops	Practical examsAchievement filesCards of evaluating a production
5.6	6. Design and production of e-tests	Practices in the lab	Practical examsAchievement filesCards of evaluating a production
5.7	7. Design and production of educational websites	Workshops	Practical examsAchievement filesCards of evaluating a production
5.8	8. Using website tools (2.0) in teaching and learning like blogs, Wiki, Facebook, Twitter, broadcast, and YouTube.	Practices in the lab	Practical examsAchievement filesCards of evaluating a production
5.9	9. Design and production of educational e-blogs	Practices in the lab	 Practical exams Achievement files Cards of evaluating a production
5.10	10. Production of an educational channel on YouTube.	Practices in the lab	Practical examsAchievement filesCards of evaluating a production



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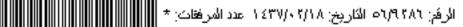
5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech,	Week Due	Proportion of Total		
	oral presentation, etc.)		Assessment		
1	Final exam	16	60		
2	Mid-term exam	8	10		
3	Discussions, assignments along the term (achievement file), and punctuality of attendance.	Weekly	10		
4	Practical exam	13	20		

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)
 - 1. Communicate with teachers in their office hours
 - 2. Communication via e-mail, Facebook, blogs, and Whats App.

E. Learning Resources

- 1. List Required Textbooks
 - 2. الحلفاوي، وليد سالم محمد (2011). التعليم الالكتروني تطبيقات مستحدثة القاهرة: دار الفكر العربي.
- 3. List Essential References Materials (Journals, Reports, etc.)
 - محمد عبدالحميد (2005). منظومة التعليم عبر الشبكات. القاهرة، عالم الكتب.
- حسن الباتع؛ السيد عبدالمولى (2012). التعلم الإلكتروني الرقمي: النظرية، التصميم، الإنتاج. الإسكندرية، دار الجامعة الجديدة.
 - الغريب زاهر اسماعيل (2009). المقررات الإلكترونية: تصميمها، إنتاجها، نشرها، تطبيقها، تقويمها. القاهرة، عالم الكتب.
- الشرنوبي، هاشم سعيد إبراهيم .(2012، يناير). فاعلية اختلاف بعض متغيرات توظيف الفيديو في تصميم مواقع الويب 2.0 التعليمية في التحصيل وتنمية مهارات تصميم وإنتاج الفيديو الرقمى لطلاب قسم تكنولوجيا التعليم بكليات التربية. مجلة كلية التربية جامعة الأزهر مصر 147(2)، 641-751.
- الشرنوبي، هاشم سعيد ابراهيم .(2013، فبراير). فاعلية توظيف الشبكات الإجتماعية عبر الإنترنت المصاحبة للمواقع التعليمية وأنماط الرسائل الإلكترونية في التحصيل وتنمية مهارات تشغيل واستخدام الأجهزة التعليمية الحديثة والقيم





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

الأخلاقية الإلكترونية لدى طلاب تكنولوجيا التعليم بكليات التربية. مجلة دراسات عربية في التربية و علم النفس (ASEP)، (1)4، .34(1)

- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - Journal of Human and Administrative Sciences for Mjamaah University.
 - Journal of Educational Technology for the Egyptian Society for Technology in Education
 - Journal of Studies on Curricula and Teaching Methods of the Egyptian Society of Curricula and Teaching Methods.
 - Journal of Saudi Society for Educational and Psychological Sciences (Justin)
 - Journal of Educational Technology in Kuwait
 - Scientific refereed Journals of colleges of education and scientific societies in the Arab and foreign iournals.
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - Websites relevant to the course
 - http://www.elearning-arab-academy.com
 - Arab Academy for technologies of e-learning
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Standardized criteria for the production of e-learning sources
 - Ready effective Multi-media software

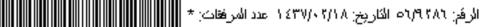
F. Facilities Required

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Equipped classrooms with modern technology like interactive smart board
 - Laser printers, color printers, and scanners
 - Labs with internet connection.
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Laptop for every student.
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - Equipping labs with the latest software to be able to produce different sources of e-learning.

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Students answer questionnaires to evaluate the course they study.





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- Open discussions and dialogues.
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Teacher's evaluation of the course
 - Students' final results at the end of the course
 - Job performance reports about teaching staff members by the head of the department.
 - Self-evaluation for the teacher.
- 3 Processes for Improvement of Teaching
 - Benefiting from the experiences of other corresponding colleges.
 - Continuous development in the light of new trends in the same field
 - Considering the application of blended e-learning
 - Considering merging technology with teaching and learning.
- 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)
 - Revising exam papers
 - Correcting a sample of papers by other staff members.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Forming a scientific committee in the department to revise the study plan and consider updating this pan in the light of developments and requirements of the society.
 - Evaluating the course from the perspective of the teacher and students using the suitable scientific tools.
 - Revising students' results and considering their feedback.

Signature: Dr. Ahlam Desooqi Aref	Date Report Completed: 3/12/1435
Received by:	Dean/Department Head
Signature:	Date:

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H

Faculty or Teaching Staff: Dr. Ahlam Desoogi Aref



Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

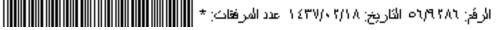
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Teaching Strategies

EDU326

Level 6





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education - Department of l	Educational Sciences

A. Course Identification and General Information

1. Course title and code: Teaching Strategies – EDU326						
2. Credit hours: 2 hours						
3. Program(s) in which the course is offered	l.					
(If general elective available in many progra	ms indicate this rather than list p	rograms)				
All college programs – B.A programs						
4. Name of faculty member responsible for	the course: Dr. Rasha Hashem A	Abdulhameed				
5. Level/year at which this course is offered	: Level 6					
6. Pre-requisites for this course (if any)						
none						
7. Co-requisites for this course (if any)						
- New Trends in Teaching Strategies - Practicum						
8. Location if not on main campus						
Az Zulfi College of Education (Main and	Additional Building)					
9. Mode of Instruction (mark all that apply)						
a. Traditional classroom	$\sqrt{}$ What percentage?	30%				
b. Blended (traditional and online)	√ What percentage?	5 %				
c. e-learning	√ What percentage?	20%				
d. Correspondence	√ What percentage?	5%				
f. Other $\sqrt{}$ What percentage? 40%						
Comments:						
Teaching carried out by: Brainstorming, lectures, discussions, and PowerPoint Presentations.						
g						



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

1. What is the main purpose for this course?

The main objective of this course is to familiarize students with the importance of teaching methods, models and strategies, and be acquainted to the skills of teaching, how to write instructional objectives, types of teaching strategies, criteria for selecting appropriate methods of teaching, effective teaching, factors that lead to effective teaching, features of effective teacher, practicum, and the role of both the student and the teacher, the headmaster and the role of the internal supervisor at college for the sake of achieving success in relation to practicum.

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)

Teaching content for students taking into account the practical side of the material. To activate this, students prepare the teaching objectives in their specialization and activate the idea of teaching groups. For example, students explain some of the lessons during the lecture using modern teaching strategies that have been taught to them in advance focusing on teaching the latest modern and efficient teaching strategies in various disciplines which proved to be effective. In addition, teaching can be done by using educational presentations and educational video clips.

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
1. Definitions and concepts of teaching strategies: A. Definition of teaching B. Teaching strategies C. Teaching methods D. Teaching techniques E. Lesson F. Course G. Unit H. Teaching and learning I. School book	1	2
2. Teaching system including (intended teaching system, the components of the educational system, teaching system characteristics and components, steps toward good teaching, relationship of teaching methods with other elements of the curriculum)	1	2





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

3. Teaching goals: classifications of teaching goals how to write each type of these objectives, standards for writing them, and common mistakes made when writing such instructional goals.	1	2
4. Stages of lesson planning: concept of planning, levels of planning, importance of planning, principles of planning, and good planning specifications.	1	2
 Lesson implementation skills: lesson preparation skills, skills of using teaching aids, skills of asking questions, classroom management skill, motivation skills, skills of verbal and non- verbal interaction) 	3	6
6. Teaching strategies: the concept of teaching strategy, classification of teaching strategy, good strategy specifications in teaching, teaching strategies (lecture, discussion, inductive, standardization, problem-solving, discovery learning, project strategy, role-playing strategy, appointments, cooperative learning, e-learning, Six- Hat strategy), elements of teaching strategies, principles and criteria for selecting teaching strategies, choosing the teacher of the best strategy.	4	8
7. Effective teaching: concept of effective teaching, factors affecting effective teaching, behavior of the effective teacher, status of the effective teacher, qualities of effective teacher, rules that effective teacher must comply with.	1	2
8. Practicum: the role of both the student and the teacher, the headmaster and the role of the internal supervisor at college for the sake of achieving success in relation to practicum.	2	4

2. Course components (total contact hours and credits per semester):							
	Lecture Tutorial Laboratory Practical Other: Total						
Contact Hours	2	1	N/A	N/A	-	28 hours	
Credit	2	1	N/A	N/A	-	28 hours	

3. Additional private study/learning hours expected for students per week.		
	-	



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	NQF Learning Domains	Course Teaching	Course Assessment
1.0	And Course Learning Outcomes Knowledge	Strategies	Methods
1.0	Knowledge		
1.1	Students define the following:	Discussion and	Oral questions
	A. Teaching	brainstorming	
	B. Teaching strategies		
	C. Teaching methods		
	D. Teaching techniquesE. Lesson		
	F. Course		
	G. Unit		
	H. Teaching and learning		
	I. School book		
1.2	Student mentions the specifications of good lesson	PowerPoint Presentations	Projects (Lesson Plan)
	plans.		(
1.3	Student mentions the skills needed to implement the	PowerPoint Presentations	Self-reports and oral
	lesson.	and videos	questions
1.4	Student classifies teaching objectives into:	Oriented-discovery and	Students write objectives
	knowledge, skills and emotions.	brainstorming	for the three mentioned
			fields
1.5	Student mentions the standards and principles of	Cooperative learning and	Written exams and
	selecting the suitable teaching strategies.	PowerPoint Presentations	assignments
1.6	Student mentions the teaching principles that the	Brainstorming, discussion	Written exams and
	effective teacher must commit with.	and dialogue.	assignments
1.7	Students identify the goals of practicum	Inductive way	Oral questions
2.0	Cognitive Skills		
2.1	Students distinguish between the meaning of	Brainstorming	Oral questions
	method, strategy, technique, input, and teaching		
2.2	model.	D D : t	C. 1 . 1
2.2	Student plans to explain a lesson within his major	PowerPoint	Students prepare a lesson
2.2	0.1	Presentations	6 . 1
2.3	Student masters the various implementation skills	Educational video to	A group of students
		implement various skills	prepares a lesson using
			various implementation skills
2.4	Student writes the teaching objectives in three	Oriented-discovery	Students write the teaching
2.7	levels.	Official discovery	objectives according to
			their major
2.5	Student infers the skills of effective teaching	Inductive method	Oral questions
2.6	Student differentiates between the standards of	Problem – solving	Preparing lessons using
	applying various teaching strategies	method	various teaching
			strategies
3.0	Interpersonal Skills & Responsibility		S
3.1	Student develops himself personally and	Workshops	Evaluating student while
5.1	Student develops inflisen personally and	W OLKSHOPS	Evaluating student wille



Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment

الملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـى

	professionally		explaining the lesson
3.2	Students make positive relationships with others	Cooperative learning	Observation card to evaluate performance
3.3	Student acquires the traits of effective teacher	Simulation	Observation card to evaluate performance
3.4	Student acquires the skills of making decisions	Discussion	Oral questions
3.5	Student acquires skills of team work	Group work	Observation
4.0	Communication, Information Technology, Numer	ical	
4.1	Student acquires skills of using the strategy of e- learning when explaining a lesson	PowerPoint presentations	Self-evaluations
4.2	Student acquires skills of surfing various educational websites relevant to the course.	Discussion	Researches
4.3	Student acquires skills of communicating with leaners	Interactive video	Observation card to evaluate performance
4.4	Student acquires skills of using modern communication means in education	Interactive video	Assignments and appropriate feedback
5.0	Psychomotor		
5.1	Student prepares various educational means for the lesson	Team work	Observation card to evaluate performance

5. Schedule of Assessment Tasks for Students During the Semester					
		Assessment task (e.g. essay, test, group project, examination, speech,	Week Due	Proportion of Total	
		oral presentation, etc.)		Assessment	
	1	Assignments and projects (individual and groups)	3-14	10%	
	2	Writing the teaching objectives in the three levels	4	5%	
	3	Every student prepares a lesson related to his major	14	5%	
	4	Mid-term exam	10	20%	
	5	Final exam	17	60%	

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)
 - 1. Office hours (6 hours a week)
 - 2. Communicate with teachers via e-mail





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

E. Learning Resources

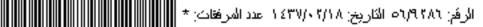
- 1. List Required Textbooks
- خضرة سالم عبد الحميد ، دعاء أبو اليزيد البسطامي (2012) : استراتيجيات التدريس ، مكتبة المتنبى ، الدمام ، المملكة العربية السعودية.
 - 2. List Essential References Materials (Journals, Reports, etc.)
- خضرة سالم عبد الحميد ، دعاء أبو اليزيد البسطامي (2012) : استراتيجيات التدريس ، مكتبة المتنبى ، الدمام ، المملكة العربية السعودية.
- حسن حسين زيتون (2010) : استراتيجيات التدريس رؤية معاصرة لطرق التعليم والتعلم ، عالم الكتب للطباعة والنشر والتوزيع ، القاهرة.
 - Richard Callahan, Robert Harder, Donald Orich(2012): Teaching Strategies: A guide to effective education, Senior Publisher.
 - 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
- حسن شحاته (2007): استراتيجيات التعليم واتعلم الحديثة وصناعة العقل العربي ، الدار المصرية اللبنانية ، القاهرة.
- جابر عبد الحميد جابر (2008): استراتيجيات التدريس والتعلم، دار الفكر العربي طباعة والنشر، عمان، الأردن.
 - و يوسف قطامي (2009): استراتيجيات التدريس ، دار عمان لنشر والتوزيع ، الاردن
- ذوقان عبيدات ، وسهيلة أبو السميد (2009) : استراتيجيات اتدريس في القرن الحادي والعشرين ، دار الفكر العربي للطباعة والنشر والتوزيع ، عمان ، الاردن.
- Roy Killen (2007): Teaching Strategies for outcomes Based Education, Cape Town, South Africa
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - www.makkaheshraf.gov.sa/st/st.htm
 - https://sites.google.com/site/modernteachingstrategies/-learning-and-teac...
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Other educational items like programs based on computer, CDs, and teaching the course by using PowerPoint Presentations.

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Equipped classrooms
 - Rectangular tables in order to implement various teaching methods
- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Projector
 - Computers

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الملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـي

- Video
- 3. Other resources (specify, e.g. 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
 - Questionnaire of course evaluation
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Mid-term and final exams
 - Participation in discussion and dialogue
 - Preparing PowerPoint presentations
 - Mastery of other assignments related to the course
- 3 Processes for Improvement of Teaching
 - Adding a practical part to the course under the title of "reduced Teaching" in order to measure the skills students learnt.
- 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)
 - Revising exam papers
 - Teachers exchange the classwork of students and evaluate them.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Taking advantage of the periodic evaluation results through analyzing questionnaire done for this purpose.

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الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

Faculty or Teaching Staff: Dr. Rasha Hashem Abdulhameed Mohammad			
Signature: Rasha Hashem Date Report Completed:			
Received by:	Dean/Department Head		
Signature:	Date:		

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

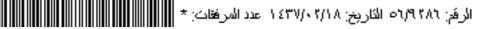
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

Educational Curricula

EDU327

Level 6





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education	- Department of Educational Sciences

A. Course Identification and General Information

1. Course title and code: Educational Curricula – EDU327					
2. Credit hours: 2 hours					
3. Program(s) in which the course is offered	ed.				
(If general elective available in many progr		icate this rather than list pro	ograms)		
All college programs – B.A programs		r	6,		
4. Name of faculty member responsible for	r the cou	rse: Dr. Ahlam Abdulazee	em Mabrook		
5. Level/year at which this course is offere	d: Level	16			
6. Pre-requisites for this course (if any)					
none					
7. Co-requisites for this course (if any)					
none					
8. Location if not on main campus					
Az Zulfi College of Education					
9. Mode of Instruction (mark all that apply	7)				
a. Traditional classroom	V	What percentage?	25%		
b. Blended (traditional and online)	V	What percentage?	20%		
c. e-learning	V	What percentage?	5%		
d. Correspondence	V	What percentage?	5%		
f. Other $\sqrt{}$ What percentage? 45%					
Comments:					



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

- 1. What is the main purpose for this course?
 - Students perfectly recognize the concepts and basic principles related to Curricula.
- 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)
 - 1. Providing references via internet to rich the content of the course.
 - 2. To continually develop the content of the course in light of new trends related to specialization.
 - 3. Using new methods of teaching which raise the competence of teachers.
 - 4. Using modern technological tools in education.
 - 5. Taking into account the individual differences between learners.

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		
Introduction about the course and its specification mentioning the concepts, definitions, course, book.	1	2		
 Definition of curriculum approach now and then mentioning the differences between both of them and the criticism directed to the old approach of curriculum. Factors of the emergence of the modern concept of the curriculum as an educational system and the relationship between the curriculum, system of teaching and education system. 	1	2		
3. Philosophical basis for the construction of the curriculum.	1	2		
4. Social basis for the construction of the curriculum.	1	2		
5. Cognitive basis for the construction of the curriculum.	1	2		
6. Psychological basis for the construction of the curriculum.	1	2		
7. Curricula organizations, traits, and drawbacks.	1	2		
8. Main curricula (definition, traits, and drawbacks)	1	2		
9. Curricula activity (definition, traits, and drawbacks)	1	2		
10. Environmental approach (definition, traits, and drawbacks)	1	2		
11. Technological approach (definition, traits, and drawbacks).	1	2		
12. International approach (definition, traits, and drawbacks)	1	2		
13. Evaluation of curricula	1	2		
14. Curricula development	1	2		
15. General revision for the topics of the course	1	2		

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

2. Course components (total contact hours and credits per semester):								
	Lecture Tutorial Laboratory Practical Other: Total							
Contact Hours	2 hours	First semester	N/A	N/A	-	28 hours		
Credit 2 hours First semester N/A N/A - 28 h						28 hours		

3. Additional private study/learning hours expected for students per week.	

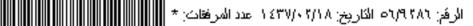
	NQF Learning Domains	Course Teaching	Course Assessment			
	And Course Learning Outcomes	Strategies	Methods			
1.0	Knowledge					
		1				
1.1	Identifying the definition of old and new approach	Discussion and	Observation and oral			
	of curriculum and the differences between both of	brainstorming	questions			
1.2	them.	Lecture	Oral exams			
1.2	Define curriculum as an educational system and the relationship between curriculum, teaching system,	Lecture	Oral exams			
	and education system.					
1.3	Explain the basic principles of constructing a	Lecture	Oral questions			
1.5	curriculum.	Lecture	Oral questions			
1.4	Organizing the various organizations of curriculum	Research and survey	Evaluation of researches			
1.5	Mentioning advantages and drawbacks of the	Concepts maps	Evaluating maps			
	various organizations of curriculum.					
1.6	Identify the steps to develop the curriculum and	Brainstorming	Observation of students'			
	how to evaluate and develop it.		participation			
2.0	Cognitive Skills					
2.1	Compare practical skills and methods used for	Discussion	Oral questions			
	building curriculum.					
2.2	Considering the theoretical aspect of educational	Seminars	Observation and evaluation			
	practices in constructing the central approach of		of achievement file			
2.0	curriculum					
2.3	Considering the theoretical aspect of educational	Cooperative learning	Evaluation of achievement			
	practices in constructing the central approach of		file and oral questions			
2.4	Curriculum activity. Linking the evolution of building the curriculum	Problem colving method	Evaluation of achievement			
2.4	and changes taking place in contemporary Islamic	Problem – solving method	file and exams			
	society.		The and exams			
2.5	Achieve the practical skills to evaluate the	Problem – solving method	Evaluation of achievement			



Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

	curriculum.		file
3.0	Interpersonal Skills & Responsibility		
0.1			
3.1	Observing students during seminars while expressing their opinions.	Cooperative learning	Observation
3.2	Evaluation of students' skills to communicate	Research and survey	Observation and discussion
	effectively possessing the skills of team work	,	
	through the different assignments done by groups of		
	students.		
3.3	Observing to what extent students accept criticism.	Self-learning	Dialogue
3.4	Effective communication with other colleagues to	Discussion and	Evaluation of tasks and oral
	finalize the given assignments.	cooperative learning	questions.
4.0	Communication, Information Technology, Numerical	ical	
4.1	Develop students' ability to use modern technology	Research and survey	Evaluation of achievement file.
4.2	The acquisition of effective communication skills	Cooperative learning	Observation and discussion
	with others through various participations related to the curriculum		
4.3	Using internet in the process of research to rich the	Research and problem-	Evaluation of achievement
	content of the course.	solving method	file
5.0	Psychomotor		
5.1	N/A		

5. Schedule of Assessment Tasks for Students During the Semester				
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment	
1	Mid-term exam	8	20	
2	A seion monde and a second activities	0	20	
2	Assignments and research activities	3,7,10	10	
3	Classwork and participations	All weeks	5	
4	Participation in final seminars related to the course			
•	Turticipation in that seminary related to the course	15	5	
5	Final exam	Final week	60	





الملكة العربية السعودية الهيئسة الوطنيسة للتقويس والاعتماد الأكاديمي

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)
 - 1. Communicate with teachers via e-mail
 - 2. Teachers should commit with office hours.

E. Learning Resources

1. List Required Textbooks

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

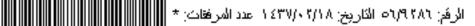
- حلمي أحمد الوكيل ، محمد أمين المفتى (2008) : أسس بناء المناهج وتنظيماتها
 - أحمد حسين اللقاني ، فارعة حسن (2001) : مناهج التعليم بين الواقع والمأمول
 - نجوى عبد الرحيم شاهين ، أساسيات وتطبيقات في علم المناهج
 - صبرى الدمرداش إبراهيم (2001): المناهج حاضرا ومستقبلا
 - مجدى عزيز إبراهيم (2000): موسوعة المناهج التربوية
 - مجدى عزيز إبراهيم (2003): تنظيمات حديثة للمناهج التربوية
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - http://drattamimi.com/wp-content/uploads/2012/07
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

none

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Classroom for 60 students



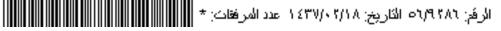


الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Projector (PowerPoint)
 - Computer
 - Smart board
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - No need

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Students' polls
 - Analyzing students' results statistically and the interpretation of these results.
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Self-evaluation for the teacher of the course.
- 3 Processes for Improvement of Teaching
 - Training teachers on the use of e-learning system
 - Training courses for the teachers on the teaching strategies.
 - Benefiting from websites to get acquainted with latest methods of strategies.
 - Benefiting from the experiences of corresponding colleges sharing the same specialization.
- 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)
 - Revising the exam papers
 - Evaluating samples of students' work by a teacher of the same major.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Follow up the websites related to the topics of the course.
 - Developing the course in light of learners' results.
 - Viewing the results of course evaluation in light of students' opinions benefiting from the drawbacks trying to fill these gaps setting up various strategies to overcome these gaps.





الملكة العربية السعودية الهيشة الوطنية للتقويم والاعتماد الأكاديمي

Faculty or Teaching Staff: Dr. Ahlam Abdulazeem Mabrook		
Signature: Dr. Ahlam Abdulazeem	Date Report Completed:	
Received by:	Dean/Department Head : Dr. Mohammad Al-Shareef	
Signature:	Date:	

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H



Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment**

الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

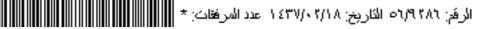
Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

New Trends in Teaching Strategies EDU416

Level 7





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Institution: Majmaah University	Date of Report: 25/12/1435
College/Department : Az Zulfi College of Education	- Department of Educational Sciences

A. Course Identification and General Information

		Ct 4 * EDITATE		
1. Course title and code: New Trends in Teaching Strategies – EDU416				
2. Credit hours: 2 hours				
3. Program(s) in which the course is offere	ed.			
(If general elective available in many progr	ams indi	cate this rather than list prog	grams)	
All college programs – B.A programs				
4. Name of faculty member responsible for	r the cou	rse: Dr. Somayya Abdulra	heem Badi	
5. Level/year at which this course is offere	d: Level	7		
6. Pre-requisites for this course (if any)				
Teaching Strategies				
7. Co-requisites for this course (if any) Practicum				
8. Location if not on main campus				
Az Zulfi College of Education (Additional	al Buildi	ng)		
9. Mode of Instruction (mark all that apply		- 6/		
a. Traditional classroom		What percentage?	25%	
b. Blended (traditional and online)	1	What percentage?	20%	
c. e-learning	V	What percentage?	5%	
d. Correspondence	V	What percentage?	5%	
f. Other	V	What percentage?	45 %	
Comments:				





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

B Objectives

- 1. What is the main purpose for this course?
 - Defining the new strategies in teaching methods
- 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)
 - 1. The increased use of information technology or references online.
 - 2. Activating programs of studies in curriculum and instructional department.
 - 3. Taking advantage of the recent trends in other educational fields.
 - 4. Application of some modern teaching strategies.

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
 Teaching strategy (definition, importance, teacher's role, learner's role, and specifications of the good strategy) 	1	2
Role of teacher and learner in teaching, postulates underlying the teaching, and scientists who made a change in teaching trends and methods	1	2
3. Advantages of old and new learning, brainstorming strategies, and Concepts Maps.	1	2
4. Multiple intelligences strategies.	2	4
5. Strategies of advanced organizations	2	4
6. Thinking-based strategies (thinking related to brain)	2	2
7. Strategies of active learning	2	2
8. Strategies of e-learning	2	4
9. Strategies of blended learning (coeducation)	1	2
10. Practical models for teaching strategies.	1	2



الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

2. Course components (total contact hours and credits per semester):						
Lecture Tutorial Laboratory Practical Other: Total					Total	
Contact Hours	2	1	N/A	N/A	-	28 hours
Credit	2	1	N/A	N/A	-	28 hours

3. Additional private study/learning hours expected for students per week.	
by I laudicional private study, learning nearly emposited for students per week.	
	-

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge	· ·	
1.1	Identifying the concept of teaching in the traditional framework	Lecture	Oral questions
1.2	Student understands the basic principles of teaching from the perspective of Russo, Diwi, and Herbart.	Cooperative learning	Worksheets including students' assignments
1.3	Student recognizes the main qualities of the teacher.	Reciprocal Teaching	Home assignments (writing assay or summary)
2.0	Cognitive Skills		
2.1	Compare between the definition of traditional and modern teaching	Discussion and dialogue	Oral questions
2.2	Student infers the importance of using teaching strategies in the right way	Research and survey	Student writes a research
2.3	Student recognizes how to design a teaching strategy	Summarizing	Worksheets showing the used method
2.4	Student differentiates between strategy, method and technique.	Brainstorming and questions	Oral questions
3.0	Interpersonal Skills & Responsibility		
3.1	Students coordinate between each other comparing between scientists' views in relation to teaching principles	Cooperative learning	Observation
3.2	Practical use of some strategies during lecture	Micro-teaching and Simulation	Observation card for the student playing the role of the teacher
3.3	Activating the active learning during lecture using all procedures and steps needed for that.	Team work	Viewing students' worksheets
4.0	Communication, Information Technology, Numer	ical	



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

4.1	Communicating linguistically with teachers and the	Role plays	Assigning student to
	use of body language		paraphrase what is said by
			the teacher
4.2	Using the means of modern educational	Means of e-learning	Assign students to run
	communication web CT – clapboard		computers and check
			internet connection
4.3	Using the sources of e-learning and educational	Research and survey	Viewing references in
	websites related to the course		students' researches
4.4	Interaction between students within groups	Cooperative learning	Observation
5.0	Psychomotor		
5.1	N/A		

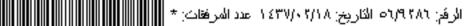
5. Sc	chedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Mid-term exam	8	20
2	Research and discussion	10	10
3	Classwork	12	10
4	Final exam	16	60
5	Total	-	100

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)
 - 3. Communicate with teachers via e-mail
 - 4. Office hours. (6 hours a week)

E. Learning Resources

- 3. List Required Textbooks
 - إيمان سحتوت (2014) الاتجاهات الحديثة في استر اتيجيات التدريس، الرياض ، مكتبة الرشد
 - كوثر كوجك (2006). اتجاهات حديثة في المناهج وطرق التدريس ،القاهرة :دار عالم الكتب
- حسن شحاته (2007): استراتيجيات التعليم والتعلم الحديثة وصناعة العقل العربي ، الدار المصرية البنائية ، عمان ، الأردن .





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

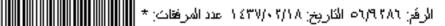
- 4. List Essential References Materials (Journals, Reports, etc.)
- ذوقان عبيدات ،وسهيلة أبو السميد (2009.) :استراتيجيات التدريس في القرن الحادي والعشرين عمان :ديبونو للطبعة والنشر والتوزيع.
 - عامر فخر الدين ، (1992) طرق تدريس اللغة العربية والتربية الإسلامية القاهرة : عالم الكتب
 - علوي عبدالله الطاهُر (2010) تدريس اللغة وفقا لأحدث الطرق التربوية . عمان دار المسيرة للنشر والتوزيع
- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - ذوقان عبيدات ،وسهيلة أبو السميد (2009): استراتيجيات التدريس في القرن الحادي والعشرين عمان :ديبونو للطبعة والنشر والتوزيع
- 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
 - Websites related to the course
 - Https://ar.scribd.com
- 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Computer-based programs
 - Blended CDs

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Classroom
 - A classroom equipped with round table to activate a number of teaching methods.

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الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- 2. Computing resources (AV, data show, Smart Board, software, etc.)
 - Projector (PowerPoint)
 - Computer
 - interactive board
- 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
 - projector
 - video

G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Students' polls
 - Analyzing students' results statistically and the interpretation of these results.
 - Revising students' papers by independent teachers exchanging exam papers or assignments between teachers.
- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Self-evaluation for the teacher of the course.
- 3 Processes for Improvement of Teaching
 - Training teachers on the use of e-learning system
 - Training courses for the teachers on the teaching strategies.
 - Benefiting from websites to get acquainted with latest methods of strategies.
 - Benefiting from the experiences of corresponding colleges sharing the same specialization.
- 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)
 - Revising the exam papers
 - Evaluating samples of students' work by a teacher of the same major.
- 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 - Follow up the websites related to the topics of the course.
 - Developing the course in light of learners' results.
 - Viewing the results of course evaluation in light of students' opinions benefiting from the drawbacks trying to fill these gaps setting up various strategies to overcome these gaps.



الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Faculty or Teaching Staff: Dr. Somayya	Abdulraheem
Signature: Dr. Somayya Abdulraheem	Date Report Completed:
Received by:	_ Dean/Department Head : Dr. Mohammad Al-Shareef
Signature:	Date:

Course specification accredited by the Department of Educational Sciences in the fifth session on 25/12/1435 H

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

Educational Evaluation EDU417 Level Seven



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e) Course Specifications

Kingdom of Saudi Arabia The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

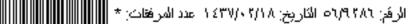
Institution		
Az Zulfi College of Education	Date of Repor	:t
College/Department: Educational Science		
A. Course Identification and General Info		
1. Course title and code: Educational Eva	aluation EDU 417	
2. Credit hours: 2 hours		
3. Program(s) in which the course is offer	ered.	
(If general elective available in many pro	ograms indicate this rather than list pro	grams)
BA in Education (All majors)		
4. Name of faculty member responsible	for the course	
Dr. Asma Mostpha Al Sihimi		
5. Level/year at which this course is offe	ered:	
Level Seven		
6. Pre-requisites for this course (if any)		
None		
7. Co-requisites for this course (if any)		
None		
8. Location if not on main campus		
Az Zulfi College of Education		
9. Mode of Instruction (mark all that ap		150
a. Traditional classroom	What percentage?	45%
b. Blended (traditional and online)	V What percentage?	
c. e-learning	What percentage?	05%
d. Correspondence	What percentage?	
•		
f. Other	What percentage?	50%
Comments: NA		

B Objectives

1. What is the main purpose for this course?

Introducing students to the principles of Educational Evaluation and the ways of applying it to their academic and professional lives.

- 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)
 - Periodical revision of the syllabus by the instructor.
 - Making regular updates to the course in the light of new theories and findings in the field.





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- Updating the course sources on a regular basis using the Internet.
- Comparing the terminology of the course with what is given in corresponding colleges in the gulf.

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
14. General Introduction to the course and to the testing method.	1	2
15. What is Educational Evaluation?	2	4
16. The characteristics and conditions of Educational Evaluation	1	2
17. Types and classification of Educational Evaluation	1	2
18. The methods and tools of Educational Evaluation	1	2
19. The steps of Educational Evaluation	1	2
20. The domains of Educational Evaluation	1	2
21. Teacher Evaluation: rules and methods	1	2
22. Evaluating the Scientific outcomes of Education	2	4
23. Evaluating the professional outcomes of Education	1	2
24. Evaluating the psychological outcomes of Education	1	2
25. Modern Trends in Educational Evaluation	2	4

2. Course components (total contact hours and credits per semester):								
	Lecture Tutorial Laboratory Practical Other: Total							
Contact Hours	14	NA	NA	NA	NA	28		
Credit	2	NA	NA	NA	NA	28		

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 and Teaching Strategy



Kingdom of Saudi Arabia National Commission for Academic Accreditation & Assessment المملكة العربية السعودية الهيشة الوطنية للتقويم والاعتماد الأكاديمي

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge	<u> </u>	
1.1	Training students to design appropriate written exams according to the standards.	Lecture	Oral Questions
1.2	Understanding the methods and steps of exam design and the types of exam questions.	Class discussions	Oral & written questions
1.3	Learning how to make observation cards to	Analysis and	Assessment of
	evaluate the teaching process.	Interpretation	Performance
1.4	Understanding the tools of content analysis.	Class Discussion	Group Project
1.5	Acquiring the ability to think logically	Analysis and Interpretation	Assessment of Performance
2.0	Cognitive Skills	•	
2.1	Acquiring the ability solve education-related problems.	Problem solving	Worksheets
2.2	Acquiring the ability to make scientific deduction	Brainstorming	worksheets
2.3	Acquiring the ability to analyze.	Self Learning	Written exams
2.4	Acquiring the ability to think critically.	free Discussion	Oral questions
2.5	Acquiring the ability to think innovatively	Self learning	Worksheets
2.6	Acquiring the ability to put the acquired knowledge into practice	Interactive learning	worksheets
3.0	Interpersonal Skills & Responsibility		
3.1	Raising awareness of collective work.	Group learning	Class Discussion
3.2	Being able to do assignments independently.	Brainstorming	Oral & written questions
3.3	Maintaining positive relationships with others	Interactive learning	Assessment of Performance
3.4	The ability to take part in group discussion	Class discussion	Group project
3.5	The ability to run discussion	Interactive learning	Observation cards
4.0	Communication, Information Technology, Nu		
4.1	Acquiring the necessary IT skills to carry out research.	Research and Investigation	Active Participation
4.2	Interacting in a group	Interactive learning	Oral and Written Exam
4.3	Participation and Communication	Interactive learning	Effective Participation
4.4	Acquiring the ability to employ knowledge.	Research and Midterms Investigation	
5.0	Psychomotor		
5.1	Exploring some issues in the Saudi Society	Discussion and debate	Assessment of performance

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
	list, name, record, define, label, outline, state, describe, recall,



المملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكـاديـمــى

Knowledge	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 &	demonstrate, judge, choose, illustrate, modify, show, use, appraise,		
Responsibility	evaluate, justify, analyze, question, and write		
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,		
Technology, Numerical	operate, appraise, evaluate, assess, and criticize		
demonstrate, show, illustrate, perform, dramatize, emplo			
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,		
	construct, assemble, experiment, and reconstruct		

5. Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment		
1	Final Exam	As Scheduled	60%		
2	Midterm	seven	20%		
3	Assignments	Daily	15%		
4	Attendance	Daily	5%		

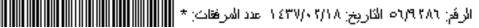
D. Student Academic Counseling and Support

- 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)
 - Weekly office hours
 - o Exam error analysis in class
 - o Feedback for each student
 - o Teacher's web page.
 - o Teacher's email

E. Learning Resources

9. List Required Textbooks

كمال الدين محمد هاشم ، حسن جعفر الخليفة (2015): التقويم التربوي مفهومه- أساليبه – مجالاته- توجهات الحديثة ، ط 6،الرياض ، مكتبة الرشد





الهيئسة الوطنيسة للتقويسم والاعتماد الأكاديمي

10. List Essential References Materials (Journals, Reports, etc.)

كمال الدين محمد هاشم (2006): التقويم التربوي مفهومه ، أساليبه، مجالاته، توجهاته الحديثة ، الرياض،

ماهر إسماعيل ، محب الرافعي (2001): التقويم التربوي أسسه وإجراءاته ، الرياض، مكتبة الرشد. جابر عبد الحميد (1996): التقويم التربوي والقياس النفسي ، القاهرة ، دار النهضة ال 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

المحلات العلمية، التقارير المتخصصة كمال الدين محمد هاشم (2006): التقويم التربوي مفهومه ، أساليبه، مجالاته، توجهاته الحديثة ،

11. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

/http://www.3lmnfs.com شبكة علم النفس و علم الاجتماع

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom equipped with OHD Projectors.

2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

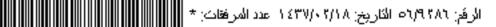
G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students' questionnaires and surveys

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.

3 Processes for Improvement of Teaching

- Referring to findings of research and works of scholars to update knowledge and techniques.
- Colleagues' observation and feedback
- 12. 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)
 - Check marking of random samples by an independent faculty member





الملكة العربية السعودية الهيئـة الوطنيـة للتقويـم والاعـتـمـاد الأكاديـمـى

•	Home Assignments.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Review students' performance and modify teaching materials and techniques accordingly.
- Course Assessment Questionnaires
- Student Satisfaction Questionnaires.

Faculty or Teaching Stail: Asma Mostapha Sinim	1
Signature:	
Date Report Completed:	
Received by: Dr. Mohamed Sherif	Dean/Department Head
Signature:	Date:

This course description was adopted on the 5^{th} session of the Department's council on 25/12/1435

Kingdom of Saudi Arabia **National Commission for Academic Accreditation & Assessment** الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديمي

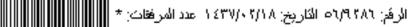
Practicum Level Eight



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

ATTACHMENT 2 (e)
Course Specifications
Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)

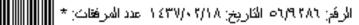




الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

Course Specifications

Az Zulfi College of Education	Data of P	enort			
Az Zulfi College of Education College/Department: Educational Sciences					
A. Course Identification and General Inf					
1. Course title and code: Practicum					
2. 000200000000000000000000000000000000					
2. Credit hours: 6 hours					
3. Program(s) in which the course is off	fered.				
(If general elective available in many pr	ograms indicate this rather than list	t programs)			
BA in Education (All majors)					
4. Name of faculty member responsible	for the course				
Dr. Hala Assaiyed					
5. Level/year at which this course is off	ered:				
Level Eight					
6. Pre-requisites for this course (if any)					
Teaching Strategies					
Modern trends in Teaching Strategies					
7. Co-requisites for this course (if any)					
None					
8. Location if not on main campus					
Az Zulfi College of Education 9. Mode of Instruction (mark all that a	nnly)				
9. Wrote of Instruction (mark an that a	ppry)				
a. Traditional classroom	What percentage?	25%			
a. Hauttonai classi ooni	—— What percentage.				
b. Blended (traditional and online)	√ What percentage?	5%			
20 220 (2 4020 4020)	V Por sominger				
c. e-learning	√ What percentage?	05%			
S					
d. Correspondence	√ What percentage?	5%			
f. Other	$\sqrt{}$ What percentage?	60%			
Comments: NA					
Comments. NA	Commence 142				





المملكة العربية السعودية الهيئـة الوطنيـة للتقويم والاعـتـمـاد الأكاديـمـي

B Objectives

1.	What is	the main	purpose for	this	course?
----	---------	----------	-------------	------	---------

Training students to teach in real life situations

- 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)
 - Organizing a committee headed by the Head of the Department to monitor practicum.
 - Organizing workshops and training sessions to meet the needs of the trainees.
 - Getting feedback from students and trainees about the program and its flaws.
 - Consulting the latest findings and studies in the field of practicum.
 - Implementing the latest theories in practicum
 - setting a special mechanism for practicum

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	Contact		
	Weeks	Hours		
1. An introductory meeting with students to explain the	1	2		
goals and mechanisms of practicum.				
2. Lesson Observation	2	12		
3. Practicum	10	24		
4. Final Evaluation	2	12		

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours		NA	NA	NA	6	90
Credit		NA	NA	NA	6	90

3. Additional private study/learning hours expected for students per week.	



الملكة العربية السعودية الهيئسة الوطنيسة للتقويم والاعتماد الأكاديم

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment
Methods and Teaching Strategy

Met	Methods and Teaching Strategy				
	NQF Learning Domains	Course Teaching	Course Assessment		
	And Course Learning Outcomes	Strategies	Methods		
1.0	Knowledge				
1.1	Explaining the role of the teacher.	Lecture	Oral Questions		
1.2	Understanding class management	Class discussions	Oral & written questions		
1.3	Learning verbal and non-verbal communication	Analysis and	Assessment of		
	in class	Interpretation	Performance		
1.4	The qualities of a good teacher.	Class Discussion	Group Project		
1.5	Setting teaching objectives	Analysis and	Assessment of		
		Interpretation	Performance		
1.6	Learning the different teaching methods				
2.0	Cognitive Skills				
2.1	Setting clear teaching objectives.	Observation	Questionnaires		
2.2	Making good lesson plans	Observation	Questionnaires		
2.3	Effectively introducing the lesson.	Observation	Questionnaires		
2.4	Varying teaching techniques.	Observation	Oral questions		
2.5	Respecting learner differences	Observation	Questionnaires		
2.6	Selecting good teaching materials	Observation	Questionnaires		
2.7	Varying the teaching materials	Observation	Questionnaires		
2.8	Employing the latest technologies in teaching	Observation	Questionnaires		
3.0	Interpersonal Skills & Responsibility				
3.1	Managing students at school.	Group learning	Class Discussion		
3.2	The ability to take part in group discussion	Class discussion	Questionnaires		
3.3	Observing customs and social values	Interactive learning	Questionnaires		
3.4	Building strong and positive relationships with	Discussion	Questionnaires		
	others				
3.5	Serving a good example in front of students	Interactive learning	Questionnaires		
3.6	Accept Criticism	Interactive learning	Questionnaires		
3.7	Managing classrooms	Interactive learning	Questionnaires		
4.0	Communication, Information Technology, Nu				
4.1	Acquiring the necessary IT skills to carry out	Research and	Active Participation		
	research.	Investigation			
4.2	Interacting in a group	Interactive learning	Oral and Written Exam		
4.3	Participation and Communication	Interactive learning	Effective Participation		
4.4	Acquiring the ability to employ knowledge.	Research and	Midterms		
		Investigation			
5.0	Psychomotor				
5.1	Employing and managing Data show	Discussion and debate	Assessment of		
			performance		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains Suggested Verbs



الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

	list, name, record, define, label, outline, state, describe, recall,		
Knowledge	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 &	demonstrate, judge, choose, illustrate, modify, show, use, appraise,		
Responsibility	evaluate, justify, analyze, question, and write		
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question,		
Technology, Numerical	operate, appraise, evaluate, assess, and criticize		
demonstrate, show, illustrate, perform, dramatize, en			
Psychomotor	manipulate, operate, prepare, produce, draw, diagram, examine,		
·	construct, assemble, experiment, and reconstruct		

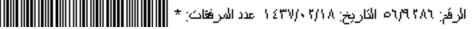
5. Schedule of Assessment Tasks for Students During the Semester				
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment	
1	Daily Attendance	All weeks	50%	
2	Portfolio	All weeks	10%	
3	Assignments	All weeks	10%	
4	Final assessment of the teacher trainee	All weeks	30%	

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)
 - Weekly office hours
 - o Exam error analysis in class
 - o Feedback for each student
 - o Teacher's web page.
 - o Teacher's email

E. Learning Resources

13. List Required Textbooks





الملكة العربية السعودية الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- فؤاد أبو الهيجاء (2007): التربية الميدانية ، دار العلوم للتحقيق والطباعة والنشر ، عمان ، الأردن
- عبد اللطيف بن حُمد الحلْيبي (1998) : التربية الميدانية وأساسيات التدريس ، مكتبة العبيكان ، الرياض.
 - عبد اللطيف الموسوى (2005): الدليل الى التربية الميدانية ، عالم الكتب الحديث ، القاهرة .

 Roseline,O,Olubor,S(1998): Advances in the field of eduation: the Nigerian experiences, Institute Of Eduation, University Of Benin.
 - 14. List Essential References Materials (Journals, Reports, etc.)

عبد اللطيف الموسوى (2005): الدليل الى التربية الميدانية ، عالم الكتب الحديث ، القاهرة

- 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 - 15. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

faculty.ksu.edu.sa/a/Pages/StudentTeaching.aspx

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.)

- 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
- A classroom equipped with OHD Projectors for weekly meetings with students.
- 2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom equipped with a podium and an interactive board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Students' questionnaires and surveys

Periodical meetings with students to assess their performance.

Consulting with the practicum consultant to discuss the difficulties students meet.

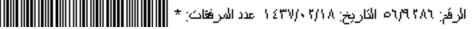
Collaborating with teachers and school principles.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Students' performance in class, their weekly input, exams and projects.

Self-assessment of the teacher.

3 Processes for Improvement of Teaching

- Training teacher trainers to better supervise the students
- Colleagues' observation and feedback
- 16. 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





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- Using observation cards by the supervising teacher at school
- Using observation cards by the school principles
- Checking the trainee attendance by the supervising teacher

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Review students' performance and modify teaching materials and techniques accordingly.
- Consulting practicum programs in corresponding faculties.
- Student Satisfaction Questionnaires.

Faculty or Teaching Staff: Dr. Hala Assayed	
Signature:	_
Date Report Completed:	
Received by: Dr. Mohamed Sherif	Dean/Department Head
Signature:	Date:

This course description was adopted on the 5^{th} session of the Department's council on 25/12/1435