

Kingdom of Saudi Arabia

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

Guidelines on Using the Template for a Course Specification

Attachment 2(f)

Guidelines on Using the Template for a Course Specification

Descriptions of what should be included in program and course specifications and in the annual and periodic reports are included in Section 2.4 of Part 2 of this *Handbook*

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. Course Identification and General Information	
1. Course title and code	Show the title and the institutional code number for the course.
2. Credit hours	Write the number of credit hours for the course.
3. Program(s) in which the course is offered	Write the name of the program in which the course is offered. A course may be offered in more than one program and a brief explanation may be needed to show how it relates to those programs. As a guide, if a course is an important component of several programs, list these programs. If it is used as a general skills course or a service course for a number of programs this should be noted and an indication given of the fields that are supported by it. (A first year course in mathematics might be an example of this.) If the course is a general elective which could be taken in many different programs this should be noted but those programs would not be listed.
4. Name of faculty member responsible for the course	If a single member of teaching staff has been given responsibility for teaching and reporting on the delivery of a course that persons name should be given. If a team of staff teach the course and one person has been given coordinating responsibility that persons name should be shown. If it is a new course for which an instructor has not yet been appointed that should be noted and the new appointees name included when it is known.
5. Level/year at which the course is offered	Show the year level when the course is intended to be taken.
6. Pre-requisites for this course	List any courses or other requirements that are prerequisites for enrolling in the course.
7. Co-requisites for this course	List any courses or other experiences that must be taken concurrently with this course.
8. Location if not on main campus	If the course is offered in a different location such as an industry setting or in another city or township indicate where this is done.

B. Objectives	
1. Summary of main learning outcomes.	This is intended as a brief statement of the main learning outcomes of the course. Detailed learning outcomes in domains of learning are shown in the next section.
2. Course development plans	Briefly describe any plans for developments or changes in the course such as changes in use of web based material, new techniques of instruction, changes in content or increased reliance on students self study or use of library resources. The description should include the reason(s) for the changes being made.

C. Course Description	
The general course description set out in the Handbook or Bulletin should be attached.	
1. Topics to be Covered	Complete the table to indicate the amount of time and the total number of contact hours intended to be given for each topic in the course. If part of a week is allocated for a particular topic use decimals to indicate time fraction. (For example a particular topic may be planned for 2.5 or 3.5 weeks).
2. Course Components	Indicate the total contact hours intended to be given in each organizational arrangement—Lecture, tutorial, laboratory etc.
3. Additional Private Study or Learning Hours	Indicate the amount of time expected of students in private study, assignment or other work associated with the course This should be shown as an average amount of time per week over the semester.
4. Development of Learning Outcomes in Domains of Learning	In this item summarize the learning outcomes expected from the course in each of the domains of learning, the teaching strategies to be used to develop that learning and the way student learning will be assessed. Note that every course is not expected to contribute to every domain. However wherever it is feasible to do so courses should be designed to contribute to the development of skills such as effective group participation, capacity for independent learning, communication skills, and problem solving abilities. The description of teaching strategies requires more than a specification of the organizational arrangement shown under C 2 and should indicate what will be done within those arrangements to develop the kind of learning sought.
a. Knowledge	
(i) Knowledge to be acquired	This should be a list of topics or areas of knowledge that students should know and understand when they complete the course.
(ii) Teaching strategies	Explain what strategies will be used to develop students' knowledge and understanding. <i>Example—Lectures, tutorials and independent study assignments. Introductory lecture gives an overview of the content and significance of the course and of its relationship to students' existing knowledge. Each subsequent lecture begins with a similar overview linking the particular content of the presentation to the general overview. Tutorials review the content of each lecture and clarify any matters not understood. Individual assignments require use of library reference material and web sites to identify information required to complete tasks.</i>
(iii) Methods of assessment	Explain how acquisition of knowledge will be assessed. <i>Example--15 minute multiple choice test on content on completion of each topic with results carrying 20% of final assessment. Multiple choice knowledge item on final exam.</i>
(b) Cognitive Skills	
(i) Cognitive skills to be developed	List the thinking and problem solving skills the course is intended to develop. As a guide it may be useful to begin with the phrase "The ability to..." The list should include both the use of analytic and predictive formulae and conceptual tools when asked to do so, and the ability to identify and use ones that are appropriate for new and unanticipated problems.
(ii) Teaching strategies	Explain techniques to be used to teach and encourage appropriate use of cognitive skills. <i>Example—Explanations and examples given in lectures and practiced under supervision in tutorials and laboratory tasks. Transfer of learning</i>

	<i>encouraged by use of analytical tools in different applications and through discussion of potential application in other areas. Assignment tasks include some open ended tasks designed to apply predictive, analytical and problem solving skills (Eg. What would happen if.....?, How could.....?)</i>
(iii) Methods of assessment	Explain method of assessment for cognitive skills. <i>Example—Problem solving questions carrying 50% of mark on tests given at the end of each topic and on end of semester examination. Group and individual assignments require application of analytical tools in problem solving tasks.</i>
(c) Interpersonal Skills and Responsibility	
(i) Skills to be developed	List the objectives of this course for improving students' interpersonal skills, capacity for self directed learning, and personal and social responsibility.
(ii) Teaching strategies	Explain what will be done in the course to develop students' interpersonal skills, personal and social responsibility, and capacity for independent learning. <i>Example—One group assignment in which 25% of assessment is based on individuals contribution to the group task. (Instructor meets with each group part way through project to discuss and advise on approach to the task) Two individual assignments requiring investigation using internet and library resources as a means of developing self study skills. Role play exercise on controversial issue relevant to the course based on a case study, with discussion in tutorial of appropriate responses and consequences to individuals involved.</i>
(iii) Methods of assessment	Explain how interpersonal skills and responsibility will be assessed. <i>Example—Assessment of group assignment includes component for individual contribution. Capacity for independent study assessed in individual assignments.</i>
(d) Communication Information Technology and Numerical Skills	
(i) Skills to be developed	Indicate the contribution of this course to students' communication, IT and numerical skills. Note that what is intended in this section is the development of generic skills for all students rather than specialized studies relevant to a field of study that would be included under items a. or b. For example a course in history or philosophy might include some use of basic mathematical or statistical information and the use of ICT in searching for information and presenting reports. A course in computer science might include the ability to present written reports that develop language ability.
(ii) Teaching strategies	Explain what will be done in the course to develop students' numerical and communication skills. <i>Example—Student assignments require good standards of use of ICT. Where standards are inadequate the student is referred for special remedial instruction. Student essay assignments require proper style and referencing format as specified in college style manual.</i>
(iii) Methods of assessment	Explain how numerical and communication skills will be assessed in this course. <i>Example—Test questions require interpretation of simple statistical information. Assessments of students assignment and project work include expectation of adequate use of numerical and communication skills. Five percent of marks allocated for standard of presentation using ICT.</i>

(e) Psychomotor Skills	
(i) Skills to be developed	Indicate any psychomotor skills the course is intended to develop and describe the standard to be achieved.
(ii) Teaching strategies	Explain processes to be used to develop required psychomotor skills as specified in course learning outcomes.
(iii) Methods of assessment	Explain how psychomotor skills will be assessed.

6. Schedule of Assessment Tasks	Complete the table to show the dates planned for each assessment task and the proportion of the final assessment allocated for that task.
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D. Student Support

1. Availability of teaching staff for consultations and advice.	Describe the arrangements to be made for individual student counseling and advice. This should include the time allocation and schedule for teaching staff to meet with students.
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E Learning Resources

1. Required Texts	List any required texts.
2. Essential References	List reference material regarded as essential for teaching the course.
3. Recommended Books and Reference Material	Attach list of material that should be available for reference by students undertaking the course.
4. Electronic Materials	List requirements for access to electronic materials, data bases etc.
5. Other Materials	List any other learning materials that are required for the course

F. Facilities Required

1. Accommodation	Specify accommodation requirements for delivery of the course indicating the type of facility (eg lecture rooms, laboratories etc. the amount of time needed, any special requirements for scheduling, and the number of students to be accommodated.
2. Computing resources	Specify requirements for computer access.
3. Other Resources	Specify any other requirements for the course including specialized equipment. Attach list if necessary.

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Quality of Teaching	Describe strategies. Eg. confidential completion of standard course evaluation questionnaire. Focus group discussion with small groups of students.
2. Other Strategies for Evaluation of Teaching	Describe any other strategies for evaluation of teaching. Eg. observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks, etc.
3. Processes for Improvement of Teaching	Describe processes for improvement of teaching. Eg. Workshops on teaching methods, review of recommended teaching strategies.
4. Processes for Verifying Standards of Student Achievement	Describe methods used to compare standards of achievement with standards achieved elsewhere. Eg. check marking of a sample of examination papers or assignment tasks,
5. Action Planning for Improvement	Describe process for reviewing feedback on the quality of the course and planning for improvement