



Educational Subjects: Course Specifications

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Optional Subjects offered by the department: Course Specifications



Contemporary Social Issues SOCI 101

An Optional Subject



ATTACHMENT 2 (e) Course Specifications

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

Course Specifications (CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: Contemporary Social Issues SOCI101			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Salah Al Akil			
5. Level/year at which this course is offered: Optional Subject that is normally taken during the first four levels of the BA program			
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)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	70%
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	20%
d. Correspondence	<input type="checkbox"/>	What percentage?	
f. Other	<input checked="" type="checkbox"/>	What percentage?	10%
Comments: Encouraging students to put the acquired skills to practice.			

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



the social 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- Saudization- extremism and terrorism)	2	4
10. Some Issues in Today's Saudi Society (the family- house maids-faith-Suicide- matrimonial problems- Estrangement)	2	4
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.



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	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, Numerical		
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

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

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

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)**

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



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



<p>Affairs.</p> <ul style="list-style-type: none"> • Zahwani, Saad (2003). <i>Child Abuse in the Saudi Society</i>. Riyadh: Center for Crime Research.
<p>3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <p>Google and other search Engines..</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>
<p>F. Facilities Required</p> <p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>A classroom equipped with OHD Projectors.</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>A classroom equipped with a podium and an interactive board.</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>None</p>
<p>G Course Evaluation and Improvement Processes</p>
<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Students' questionnaires and surveys</p>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>Students' performance in class, their weekly input, exams and projects.</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Referring to findings of research and works of scholars to update knowledge and techniques. • Colleagues' observation and feedback
<p>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)</p> <ul style="list-style-type: none"> • Check marking of random samples by an independent faculty member • Home Assignments.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p>



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

Faculty or Teaching Staff: Salah Al Akiil

Signature: _____

Date Report Completed: 8/12/1435

Received by: Dr. Mohamed Sherif

Dean/Department Head

Signature: _____

Date: _____

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



Voluntary Work VOW 101 An Optional Subject



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: Voluntary Work VOW101			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Ghada Al Mansi			
5. Level/year at which this course is offered: Optional Subject that is normally taken during the first four levels of the BA program			
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)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	30%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	30%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	20%
d. Correspondence	<input type="checkbox"/>	What percentage?	
f. Other	<input checked="" type="checkbox"/>	What percentage?	20%
Comments: Encouraging students to put the acquired 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.

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

1.3	Knowing the skills of the social specialist and the techniques of voluntary work.	Discussion and debate	Reports and Exams
1.4	Governmental and Private organizations in Saudi Arabia.	E-learning	Reports and Exams
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 voluntary work.	Discussion	Collective Reports
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 Society.	Brainstorming	Self-evaluation
3.2	Observing the ethics of voluntary work	Interactive Learning	Research/Investigation
3.3	Promoting the culture of voluntary work in the environment.	Brainstorming	Discussion & Debate
3.4	Implementing a love for voluntary work	Research/Investigation	Assignments
4.0	Communication, Information Technology, Numerical		
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	Psychomotor		
5.1	NA	_____	_____

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine,



construct, assemble, experiment, and reconstruct

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	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

**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
- 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****Signature:** _____ **Date:** _____

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



Educational Subjects: Course Specifications



The Principles of Islamic Education

EDU 117

Level 1



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: The Principles of Islamic Education EDU117			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Al Kahtani Al Refaat Mesfer			
5. Level/year at which this course is offered: 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 apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	70%
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	20%
d. Correspondence	<input type="checkbox"/>	What percentage?	
f. Other	<input checked="" type="checkbox"/>	What percentage?	10%
Comments: Giving students the chance to express their opinions regarding the teaching materials and encouraging them to put the acquired skills to practice.			

**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 Topics	No. of Weeks	Contact Hours
1. What is Education? What is Islamic Education?	1	2
2. The Importance and Objectives of Islamic Education.	1	2
3. The characteristics and sources of Islamic Education	1	2
4. The Principles of Islamic Education	2	4
5. The Institutions of Islamic Education	1	2
6. The Methods of Islamic Education	2	4
7. The Theorists and thinkers of Education in Islam	2	4
8. Islamic Education in Contemporary Society & Modern Issues	2	4
9. Islamic Education in the Numerical Age	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 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, Numerical		
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
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram,



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

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	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)

- 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 Khrij Publishing House.



- 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 students .
- 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



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



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



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: The System and policy of Education in the Kingdom EDU118			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Majda Mohamed Ibrahim Al Imam			
5. Level/year at which this course is offered: 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 apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	50%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	5%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	5%
d. Correspondence	<input type="checkbox"/>	What percentage?	
f. Other	<input checked="" type="checkbox"/>	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.			

**B Objectives**

<p>1. What is the main purpose for this course? Introducing students to the system and policies of Education in the kingdom and their development.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ul style="list-style-type: none"> • 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 be Covered						
List of Topics	No. of Weeks	Contact Hours				
1. The Educational Policy of Saudi Arabia	2	4				
2. The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education	2	4				
3. The objectives of Education in the Kingdom	1	2				
4. Public Education	2	4				
5. Higher Education	1	2				
6. Private Education	1	2				
7. Educational Systems for People with special 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 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.	<input type="text"/>
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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	The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education	Problem-solving	Oral Questions & home 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 & home 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
2.6	The goals of Girls' education	Problem Solving	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	Observations
3.4	Participating in debates	Discussion and debate	Group projects
4.0	Communication, Information Technology, Numerical		
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
4.3	Data collection and data presentation	Research and Investigation	Presentations
4.4	Data sorting	Research and Investigation	Presentations
5.0	Psychomotor		
5.1	NA	_____	_____

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
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Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

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



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.



- 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*



Educational Techniques & Communication Skills

EDU116

Level 1



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: Educational Techniques & Communication skills EDU116			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Imen Hassen Hassen Zaghloul			
5. Level/year at which this course is offered: 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 apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	50%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	25%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	25%
d. Correspondence	<input type="checkbox"/>	What percentage?	
f. Other	<input type="checkbox"/>	What percentage?	
Comments: _____			

**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				
1. 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				
9. Modern Trends in Educational Techniques	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**

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	The notion of communication and its methods and techniques	Lecture	Exams.
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, Numerical		
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
4.3	Data collection and data presentation	Research and Investigation	Presentations
4.4	Computer-based data analysis	Research and Investigation	Presentations
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
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram,



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

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	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)

- Weekly office hours
- 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



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



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



Developmental Psychology

EDU126

Level 2



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: Developmental Psychology EDU126			
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) BA in Education (All majors)			
4. Name of faculty member responsible for the course Amina Mohamed Othman			
5. Level/year at which this course is offered: 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 apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	0%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	75%
c. e-learning	<input type="checkbox"/>	What percentage?	
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	5%
f. Other	<input checked="" type="checkbox"/>	What percentage?	20%
Comments: _____			

**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



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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Theories of psychology and development	Lecture	Exams.
1.2	Understanding the link between age and development.	Lecture	Oral Questions
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, Numerical		
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 Investigation	Presentations
4.4	Computer-based data analysis	Research and Investigation	Presentations
5.0	Psychomotor		
5.1	NA	_____	_____

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

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



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

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	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
- 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.
- Hcine Mahmoud Atah (1991) *Human Development*. Riyadh: Al Khirjine Publishing House.
- Zahran Hamed.(1982) *Developmental Psychology*. Cairo: The book Universe publishing house.



3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
NA
14. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> Check marking of random samples by an independent faculty member
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
<ul style="list-style-type: none"> Review students' performance and modify teaching materials and techniques accordingly. Course Assessment Questionnaires



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



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Mental Health

EDU216

Level 3



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: Mental Health – EDU216		
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. Rajawat Abdulateef		
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	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="30%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="40%"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="30 %"/>
Comments: Investigation and discovery, problem solving, cooperative learning, and brainstorming.		

**B Objectives**

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> To make students aware of the indicators of mental health in the light of the Holy Quran and Sunnah. Students understand the importance of mental health and be able to differentiate between what is good and bad in terms of behaviour. 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. Developing students' personality surpassing the weak points they might have. Identifying the most important aids to get rid of of the causes of disorder and mental illness.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p>

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<ol style="list-style-type: none"> Definition of Mental Health personal characteristics of mental health Mental health approaches Definition of Mental Illness 	2	4
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> Concepts of personal normality and abnormality Standards of normality and abnormality (medical, statistical, social and religious) 	2	4



<ul style="list-style-type: none"> 3. Compatibility and mental health 4. Definition of Compatibility 5. Differences between Compatibility and Adaptation 6. Aspects of Compatibility 7. Mental health in the family 8. Mental health in the school 9. Mental health in the community 	2	4
<ul style="list-style-type: none"> 1. Defensive tricks 2. Definition of Defensive tricks 3. Defensive tricks – types 4. Models of defensive tricks 	1	2
<ul style="list-style-type: none"> 1. Psychological and mental disorders – origin, definition, and differences between them. 2. Models of neurological disorders (anxiety, hysteria, obsessive-compulsive disorder, phobias) 	2	4
<ul style="list-style-type: none"> 1. Models of psychotic disorders (psychotic depression - schizophrenia) 2. The treatment of psychosis - the fate of psychosis 	2	4
<ul style="list-style-type: none"> 1. Psychosomatic disorders 2. Definitions - causes 3. Psychotherapy -Types 	1	2
<ul style="list-style-type: none"> 1. Mental health for teachers 2. Importance of mental health for teachers 3. Role of the teacher in achieving the mental health for students. 	2	4



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.	-
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment 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	Applying the basic principles and theories of mental 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



	concepts and theories in the field of mental health. (Developing critical thinking skills).		
2.6	Students should be able to solve problems using the direct method	Problem – solving method	-
3.0	Interpersonal Skills & Responsibility		
3.1	Students should be able to develop themselves benefiting from the courses of mental health.	Brainstorming	Oral questions
3.2	Enhancing the ethical values and commitment with oneself and others.	Team-work and role-plays	Direct observation
3.3	Accepting team-work, promoting cooperation and participation values, and the ability to lead groups.	Cooperative learning	Observing students while working within a group revising the finished tasks.
3.4	Act responsibly in personal and professional relationships.	Self-learning	observation
3.5	Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions.	Discussions and dialogues	Observation
3.6	Accept other's opinion	Discussion	Observation
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 2. The teacher discusses the general questions of the course waiting their answers via e-mail.	Evaluation of tasks
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.
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	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	1. محمود مندوة محمد(2011).: الصحة النفسية:الرياض: مكتبة الرشد
2. List Essential References Materials (Journals, Reports, etc.)	<ul style="list-style-type: none"> - 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. - علا الدين كفاي(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.)	<ul style="list-style-type: none"> - 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	



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.)
<ul style="list-style-type: none"> - Classroom for 50 students - 50 chairs - whiteboard
2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Projector (PowerPoint)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> - No need

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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)
<ul style="list-style-type: none"> - Revising the 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.

- Update the content of the course according to the latest changes in this field.
- Using the latest references
- Considering course specification of other universities making some comparisons based on the indicators of quality assurance.

Faculty or Teaching Staff: Dr. Rajawat Abdulateef

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**



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



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: 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 programs indicate this rather than list programs) All college programs – B.A programs		
4. Name of faculty member responsible for the course: Dr. Iftikar Abdullah Al-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 Campus and additional building.		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="25%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20%"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="5%"/>
d. Correspondence	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="5%"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="45 %"/>
Comments:		

**B Objectives**

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> 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.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 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
<p>First: Educational research (definition, objectives, fields)</p> <ol style="list-style-type: none"> 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
<p>Second: Scientific method in educational research:</p> <ol style="list-style-type: none"> 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



<p>Third: Plan of Educational Research:</p> <p>A: Identifying the problem:</p> <ol style="list-style-type: none"> 1. The nature of the problem in educational research. 2. Access to the sources of the problem in educational research 3. Considerations and conditions that must be taken into account in the selection of the problem of educational research 4. Types of research problems and identifying the methods of problem formulation in educational research. 5. Standards of evaluating the problem in educational research. <p>B: Contents of Research Plan:</p> <ol style="list-style-type: none"> 6. Title, introduction, problem, previous studies, research objectives, importance of research, assumptions, axioms, research limitations, procedures of study, identifying the concepts, and a list of references and documentation. 	3	6
<p>Four: Sources of collecting data and information in educational research.</p> <ol style="list-style-type: none"> 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
<p>Five: Samples and tools of educational research:</p> <ol style="list-style-type: none"> 1. Samples: Definition, sample selection, types of samples (random sampling methods, methods of non-random sample) research tools. 2. Questionnaire: Steps of designing a questionnaire, forms of questionnaire, rules of forming a questionnaire, and the distribution of the questionnaire. 3. Interview: Interview procedures, forms of interview, and traits of conducting an interview. 4. Observation: types of observation, observation procedures, traits and limitations of observation, and differences between interview and observation. 5. Tests. 	2	4
<p>Six: Methods of educational research:</p> <ol style="list-style-type: none"> 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
<p>Seven: Educational research (ethics, mistakes, and obstacles):</p> <ol style="list-style-type: none"> 1. Ethics of educational research (Intellectual property, data confidentiality, impartiality...) 2. Inherited errors in educational research. 3. Obstacles to educational research. 	2	4



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.	-
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Understanding the basic concepts of educational research.	Discussion and dialogue	Written exams and class 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 educational research.	Self-learning PowerPoint presentations	Assignments and research 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		
3.1	Retaining the ethics of educational research	Discussions and dialogues	Direct observation within groups
3.2	Communicate positively and respect the cooperative	Brainstorming within	Assignments



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



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.

- محمد عبد الرازق إبراهيم وعبد الباقي عبد المنعم ابوزيد: مهارات البحث التربوي، دار الفكر، الأردن، 2007.
- سمير يونس صلاح وآخرون: مناهج البحث التربوي بين النظرية والتطبيق، مكتبة الفلاح، الكويت، 2007م
- عبد الله سليمان إبراهيم، 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.)



- 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.



<ul style="list-style-type: none"> - Results of students' learning - Self-evaluation of the program. - Learning outcomes of learners. - Evaluation of a colleague in the corresponding specialization
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - 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
<p>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)</p> <ul style="list-style-type: none"> - Revising the exam papers - Teachers exchange the classwork of students and evaluate their degree of achievement.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Periodical meetings for the staff members of the same specialization for the purpose of improvement - Writing reports which shows the strong and weak points. - Course evaluation in light of learners' results making real suggestions for improvement.

Faculty or Teaching Staff: Dr. Iftikar Abdullah Al_Ibraheem

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**



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Educational Psychology

EDU226

Level 4



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 learning experiments		
8. Location if not on main campus Az Zulfi College of Education - Girls' College (Old Building)		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="40%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="30%"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="30 %"/>
Comments: none		

**B Objectives**

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> 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. Students understand the basic concepts of learning, conditions, and theories. Students acquire the practical skills of concepts and theories of Educational Psychology in the field of learning process. Students should consider the role of Educational Psychology in developing the elements of learning process.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> The theoretical part has been prepared by using the (Articulator) program which is somehow similar to PowerPoint application. An additional topic has been proposed (Learning Disabilities) due to its importance in the educational process especially in the first stages of learning. 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)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
1. 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



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.	1	2
6. B - Theory of educational learning and its applications		
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 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. - This average represents an academic semester but not a week.	-
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	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



	learning	get information	
1.6	Identifying the importance of practice and its impact on learning	Discussions	Oral exams
2.0	Cognitive Skills		
2.1	Students discern the role of Educational Psychology in the learning process	Discussions	Recalling questions
2.2	Understanding the topics of Educational Psychology	PowerPoint Presentations	Sympathetic questions
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 Educational Psychology	Real examples	Problem-solving questions
2.5	Analyzing the concept of learning and recognizing its basic conditions.	Discussions	Sympathetic questions
2.6	Recognizing the different types of practices and its importance in learning	Lecture	Sympathetic questions
3.0	Interpersonal Skills & Responsibility		
3.1	Cooperation, group work and teamwork.	Cooperative learning	Observation
3.2	Affiliation, active participation, respect others opinions and not to underestimate this participation; no matter what is.	Group work	Evaluation of group activities
3.3	Practices of students for the phases that accept the values, preference and commitment.	Research and survey	Evaluation of students' researches
3.4	Group participation in activities to develop personal relationships	Workshops	observation
3.5	Assign students for group activities achieved through cooperation with other partners.	PowerPoint presentations	Evaluation of PowerPoint presentations
4.0	Communication, Information Technology, Numerical		
4.1	Search means about sources of information on World Wide Web	E-Learning	Evaluation of students' way of documentation
4.2	Search means about sources of information in libraries	Research activities	Evaluation of research
4.3	Ways of documenting scientific references	Assign students to use scientific way of documentation	Evaluation of students' way of documentation
4.4	Some statistical information for calculating the coefficient correlation in the correlation studies to examine the relationships between variables in the field of Educational Psychology	Survey study using multi-source information	Evaluation of surveying studies
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	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. ابراهيم ، محمد عبد الحميد (2012). علم النفس التربوي. الرياض: دار النشر الدولي
2. List Essential References Materials (Journals, Reports, etc.)	-فادية كامل حمام، وآخرون (2012). علم النفس التربوي في ضوء الإسلام . الرياض :مكتبة الرشد. -ابراهيم وجيه محمود(2000). التعلّم . القاهرة : دار المعارف.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)	<ul style="list-style-type: none"> • أحمد زكي صالح (ب.ت). علم النفس التربوي. الطبعة العاشرة، مكتبة النهضة المصرية، القاهرة. • عبد المجيد نشواتي (2003). علم النفس التربوي. عمان: دار الفرقان، ط4
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)	<ul style="list-style-type: none"> - 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.	



- Using (Articulator) program – PowerPoint presentations – 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



<ul style="list-style-type: none"> - 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..
<p>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)</p> <ul style="list-style-type: none"> - Formative assessment and feedback while teaching. - Oral questions at the end of each week - Periodical exams
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - 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.

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

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**



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



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: 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 programs indicate this rather than list programs) All college programs – B.A programs		
4. Name of faculty member responsible for 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 building + additional building)		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="70%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20%"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="10 %"/>
Comments:		
Students are required to practically practice what they have already studied.		

**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
1. Educational Administration 2. A: Concepts of Educational Administration 3. 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 objectives 6. Characteristics of the successful school administration	أسبوع	2
7. Principles of successful school administration 8. 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

11. Fundamentals of the successful educational planning	أسبوع	2
12. Phases of the successful educational planning at schools	أسبوعان	4
13. Using SWAT strategy in the successful educational planning	أسبوع	2
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.	-
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	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



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, Numerical		
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			
	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%



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

1. بن دهبش، خالد عبد الله وآخرون (2009) الإدارة والتخطيط التربوي (أسس نظرية وتطبيقات عملية)، مكتبة الرشد
2. سلامة، عادل عبد الفتاح، وآخرون (2012) الإدارة المدرسية والصفية، دار العالم العربي

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

- بن دهبش، خالد عبد الله وآخرون (2009) الإدارة والتخطيط التربوي (أسس نظرية وتطبيقات عملية)، مكتبة الرشد
- مرسي، محمد منير (1998)، الإدارة التعليمية والمدرسية، دار الفكر العربي
- 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.
- المعاينة، 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



- Internet Wi-Fi
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - ipad - Smart board - Projector (PowerPoint)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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.



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**



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



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: 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 programs indicate this rather than list programs) All college programs – B.A programs			
4. Name of faculty member responsible for the course: Dr. Ahlam Dessoqi Aref 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 Communication			
7. Co-requisites for this course (if any) none			
8. Location if not on main campus Az Zulfi College of Education (additional building)			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="25%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="25%"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: none			

**B Objectives**

<p>1. What is the main purpose for this course?</p> <p>1. Designing and Producing Sources of E-learning:</p> <ol style="list-style-type: none"> 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.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 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
4. Models of educational design used in designing and production of sources of e-learning.	1	2



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.	-
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	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



1.5	4. Analyzing the models of educational design used in designing the sources of e-learning.	Discussion and dialogue	Written exams (Mid-term and final exams)
1.6	5. Mention the uses of Facebook, blogs, twitter, and YouTube.	Brainstorm	Worksheets and researches.
2.0	Cognitive Skills		
2.1	Research skills and survey about information related to different sources of e-learning.	- Cooperative learning - Brainstorming - Teaching surveys - Web-based teaching	Observation
2.2	Skill analysis and assessment of information and concepts that are obtained.	Discussion	Self-learning
2.3	Skill in the use of the scientific method to solve some of the problems and propose innovative solutions.	Problem – solving method	Attitudes tests
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 skills beyond the knowledge that is gained	Competitive learning Individual learning	Homework and written 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, Numerical		
4.1	Skill of using computer in the production of e-learning sources	Self-learning, discussion, competitive learning, and problem-solving method	Observation and self-evaluation
4.2	Skills of using internet and available websites for the production of e-learning sources	Individual and blended learning	Assignments and homework
4.3	Skills of electronic and human communications with other colleagues in both ways: written and oral.	Discussion and dialogues	Interviews
4.4	Skills of effective communication within groups of cooperative learning.	Cooperative learning	Interviews and class participations
5.0	Psychomotor		
5.1	1. Designs and productions of effective PowerPoint presentations in the light of educational and technical standards.	Practices in the lab Simulation Workshops	- Practical exams - Achievement files - Cards of evaluating a production
5.2	2. Design and production of interactive multi-	Practices in the lab	- Practical exams



	media educational programs		<ul style="list-style-type: none"> - Achievement files - Cards of evaluating a production
5.3	3. Design and production of electronic courses (e-lessons)	Practices in the lab	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.4	4. Design and production of e-book	Practices in the lab	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.5	5. Design and production of digital learning objects and databases	Workshops	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.6	6. Design and production of e-tests	Practices in the lab	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.7	7. Design and production of educational websites	Workshops	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards 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	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.9	9. Design and production of educational e-blogs	Practices in the lab	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production
5.10	10. Production of an educational channel on YouTube.	Practices in the lab	<ul style="list-style-type: none"> - Practical exams - Achievement files - Cards of evaluating a production

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	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. الحلفاوى، وليد سالم محمد.(2011). التعليم الإلكتروني 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، تطبيقاتها، تقويمها. القاهرة، عالم الكتب.
- الشرنوبى، 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 الرقمي لطلاب قسم تكنولوجيا التعليم بكلية التربية. مجلة كلية التربية- جامعة الأزهر- مصر، 147(2)، 641-751.
- الشرنوبى، هاشم سعيد إبراهيم. (2013، فبراير). فاعلية توظيف الشبكات الاجتماعية عبر الإنترنت المصاحبة للمواقع التعليمية وأنماط الرسائل الإلكترونية في التحصيل وتنمية مهارات تشغيل واستخدام الأجهزة التعليمية الحديثة والقيم



الأخلاقية الإلكترونية لدى طلاب تكنولوجيا التعليم بكليات التربية. مجلة دراسات عربية في التربية وعلم النفس

113-226. ،34(1) ،(ASEP)

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 journals.

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.



- 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 plan 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.

Faculty or Teaching Staff: Dr. Ahlam Desooqi Aref

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**



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Teaching Strategies

EDU326

Level 6



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: Teaching Strategies – EDU326		
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. Rasha Hashem 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	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="30%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="5 %"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20%"/>
d. Correspondence	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="5%"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="40 %"/>
Comments:		
Teaching carried out by: Brainstorming, lectures, discussions, and PowerPoint Presentations.		

**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



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
5. 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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Students define the following: A. Teaching B. Teaching strategies C. Teaching methods D. Teaching techniques E. Lesson F. Course G. Unit H. Teaching and learning I. School book	Discussion and brainstorming	Oral questions
1.2	Student mentions the specifications of good lesson plans.	PowerPoint Presentations	Projects (Lesson Plan)
1.3	Student mentions the skills needed to implement the lesson.	PowerPoint Presentations and videos	Self-reports and oral questions
1.4	Student classifies teaching objectives into: knowledge, skills and emotions.	Oriented-discovery and brainstorming	Students write objectives for the three mentioned fields
1.5	Student mentions the standards and principles of selecting the suitable teaching strategies.	Cooperative learning and PowerPoint Presentations	Written exams and assignments
1.6	Student mentions the teaching principles that the effective teacher must commit with.	Brainstorming, discussion and dialogue.	Written exams and 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 method, strategy, technique, input, and teaching model.	Brainstorming	Oral questions
2.2	Student plans to explain a lesson within his major	PowerPoint Presentations	Students prepare a lesson
2.3	Student masters the various implementation skills	Educational video to implement various skills	A group of students prepares a lesson using various implementation skills
2.4	Student writes the teaching objectives in three levels.	Oriented-discovery	Students write the teaching 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 applying various teaching strategies	Problem – solving method	Preparing lessons using various teaching strategies
3.0	Interpersonal Skills & Responsibility		
3.1	Student develops himself personally and	Workshops	Evaluating student while



	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, Numerical		
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 learners	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, oral presentation, etc.)	Week Due	Proportion of Total 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

E. Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> • 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.)
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • حسن شحاته (2007) : استراتيجيات التعليم والتعلم الحديثة وصناعة العقل العربي ، دار المصرية اللبنانية ، القاهرة. • جابر عبد الحميد جابر (2008) : استراتيجيات التدريس والتعلم ، دار الفكر العربي طباعة والنشر ، عمان ، الأردن. • يوسف قطامي (2009) : استراتيجيات التدريس ، دار عمان لنشر والتوزيع ، الأردن • ذوقان عبيدات ، وسهيله أبو السميد (2009) : استراتيجيات تدريس في القرن الحادي والعشرين ، دار الفكر العربي للطباعة والنشر والتوزيع ، عمان ، الأردن. • Roy Killen (2007) : Teaching Strategies for outcomes – Based Education, Cape Town, South Africa
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> - 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.
<ul style="list-style-type: none"> - 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.)
<ul style="list-style-type: none"> - Equipped classrooms - Rectangular tables in order to implement various teaching methods
2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Projector - Computers



- 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.



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**



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Educational Curricula

EDU327

Level 6



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. (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. Ahlam Abdulazeem Mabrook			
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) none			
8. Location if not on main campus Az Zulfi College of Education			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="25%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>
f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="45 %"/>
Comments: -----			

**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
1. Introduction about the course and its specification mentioning the concepts, definitions, course, book.	1	2
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



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 hours

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



	curriculum.		file
3.0	Interpersonal Skills & Responsibility		
3.1	Observing students during seminars while expressing their opinions.	Cooperative learning	Observation
3.2	Evaluation of students' skills to communicate effectively possessing the skills of team work through the different assignments done by groups of students.	Research and survey	Observation and discussion
3.3	Observing to what extent students accept criticism.	Self-learning	Dialogue
3.4	Effective communication with other colleagues to finalize the given assignments.	Discussion and cooperative learning	Evaluation of tasks and oral questions.
4.0	Communication, Information Technology, Numerical		
4.1	Develop students' ability to use modern technology	Research and survey	Evaluation of achievement file.
4.2	The acquisition of effective communication skills with others through various participations related to the curriculum	Cooperative learning	Observation and discussion
4.3	Using internet in the process of research to rich the content of the course.	Research and problem-solving method	Evaluation of achievement 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	Assignments and research activities	3,7,10	10
3	Classwork and participations	All weeks	5
4	Participation in final seminars related to the course	15	5
5	Final exam	Final 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. Communicate with teachers via e-mail
2. Teachers should commit with office hours.

E. Learning Resources

1. List Required Textbooks

حسن جعفر الخليفة (2013) : المنهج المدرسي المعاصر – مكتبه الرشد – الرياض – المملكة العربية السعودية

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

- فتحي يونس وآخرون (2006) : المناهج (الأسس – المكونات – التنظيمات – التطوير)

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

- حلمي أحمد الوكيل ، محمد أمين المفتي (2008) : أسس بناء المناهج وتنظيماتها
- أحمد حسين اللقاني ، فارة 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



2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Projector (PowerPoint) - Computer - Smart board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> - No need

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - Students' polls - Analyzing students' results statistically and the interpretation of these results.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> - Self-evaluation for the teacher of the course.
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> - 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)
<ul style="list-style-type: none"> - 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.
<ul style="list-style-type: none"> - 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.



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**



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



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: New Trends in Teaching Strategies – EDU416			
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. Somayya Abdulraheem Badi			
5. Level/year at which this course is offered: 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 Building)			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="25%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>
f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="45 %"/>
Comments: -----			

**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
1. Teaching strategy (definition, importance, teacher's role, learner's role, and specifications of the good strategy)	1	2
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



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 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 essay 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, Numerical		

4.1	Communicating linguistically with teachers and the use of body language	Role plays	Assigning student to paraphrase what is said by the teacher
4.2	Using the means of modern educational communication web CT – clapboard	Means of e-learning	Assign students to run computers and check internet connection
4.3	Using the sources of e-learning and educational websites related to the course	Research and survey	Viewing references in students' researches
4.4	Interaction between students within groups	Cooperative learning	Observation
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	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 سحنوت (2014) الاتجاهات الحديثة في استراتيجيات 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 اللبنانية، عمان، الأردن .

4. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> - ذوقان عبيدات، وسهيلة أبو السميد (2009). استراتيجيات التدريس في القرن الحادي والعشرين عمان: دبيونو للطباعة والنشر والتوزيع. - عامر فخر الدين، (1992) طرق تدريس اللغة العربية والتربية الإسلامية . القاهرة : عالم الكتب - علوي عبدالله الطاهر (2010) تدريس اللغة وفقا لأحدث الطرق التربوية . عمان دار المسيرة للنشر والتوزيع
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
<ul style="list-style-type: none"> - ذوقان عبيدات، وسهيلة أبو السميد (2009). استراتيجيات التدريس في القرن الحادي والعشرين عمان: دبيونو للطباعة والنشر والتوزيع
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> - 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.
<ul style="list-style-type: none"> - 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.)
<ul style="list-style-type: none"> - Classroom - A classroom equipped with round table to activate a number of teaching methods.



<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Projector (PowerPoint) - Computer - interactive board
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> - projector - video

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - 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.
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> - Self-evaluation for the teacher of the course.
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - 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.
<p>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)</p> <ul style="list-style-type: none"> - Revising the exam papers - Evaluating samples of students' work by a teacher of the same major.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - 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.



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**



Educational Evaluation EDU417 Level Seven



ATTACHMENT 2 (e) Course Specifications

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

Course Specifications (CS)



Course Specifications

Institution Az Zulfi College of Education		Date of Report
College/Department: Educational Sciences		
A. Course Identification and General Information		
1. Course title and code: Educational Evaluation EDU 417		
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) 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 offered: 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 apply)		
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage? 45%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?
c. e-learning	<input type="checkbox"/>	05%
d. Correspondence	<input type="checkbox"/>	What percentage?
f. Other	<input checked="" type="checkbox"/>	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) <ul style="list-style-type: none"> 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.



- 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



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
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 evaluate the teaching process.	Analysis and Interpretation	Assessment of 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, Numerical		
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

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

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
- Exam error analysis in class
- Feedback for each student
- Teacher's web page.
- 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 5، الرياض ، مكتبة الرشد

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

كمال الدين محمد هاشم (2006): التقويم التربوي مفهومه ، أساليبه، مجالاته، توجهاته الحديثة ، الرياض، مكتبة الرشد.
 ماهر إسماعيل ، محب الرفاعي (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)

• المجالات العلمية، التقارير المتخصصة
 كمال الدين محمد هاشم (2006): التقويم التربوي مفهومه ، أساليبه، مجالاته، توجهاته الحديثة ، الرياض، مكتبة الرشد

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

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

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



- 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 Staff: Asma Mostapha Sihimi

Signature: _____

Date Report Completed:

Received by: Dr. Mohamed Sherif

Signature: _____

Dean/Department Head

Date: _____

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



Practicum Level Eight



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

Course Specifications
(CS)



Course Specifications

Institution		Date of Report	
Az Zulfi College of Education			
College/Department: Educational Sciences			
A. Course Identification and General Information			
1. Course title and code: Practicum			
2. Credit hours: 6 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list 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 offered: 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 apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	25%
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	5%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	05%
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	5%
f. Other	<input checked="" type="checkbox"/>	What percentage?	60%
Comments: NA			

**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 Weeks	Contact Hours
1. An introductory meeting with students to explain the goals and mechanisms of practicum.	1	2
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.

**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	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 in class..	Analysis and Interpretation	Assessment of Performance
1.4	The qualities of a good teacher.	Class Discussion	Group Project
1.5	Setting teaching objectives	Analysis and Interpretation	Assessment of 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 others	Discussion	Questionnaires
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, Numerical		
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	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
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Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

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
- Exam error analysis in class
- Feedback for each student
- Teacher's web page.
- Teacher's email

E. Learning Resources

13. List Required Textbooks

- فؤاد أبو الهيجاء (2007) : التربية الميدانية ، دار العلوم للتحقيق والطباعة والنشر ، عمان ، الأردن
- عبد اللطيف بن حمد الحليبي (1998) : التربية الميدانية وأساسيات التدريس ، مكتبة العبيكان ، الرياض.
- عبد اللطيف الموسوي (2005) : الدليل الى التربية الميدانية ، عالم الكتب الحديث ، القاهرة .
Roseline,O,Olubor,S(1998) : Advances in the field of education : the Nigerian experiences, Institute Of Education , University Of Benin.

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

عبد اللطيف الموسوي (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



institution)

- 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

Signature: _____

Dean/Department Head

Date: _____

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