**COURSE CLASSIFICATION FORM**

**\* Please mark (or type) High (5), Medium-High (4), Medium (3), Low-Medium (2), Low (1) or Not At All (0) indicating the level to which you believe, as an instructor, the students have achieved**

**these outcomes in this course.**

|  |  |
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| **Course Code /Name** |  |
| **Prepared by** |  |
| **Program Learning Outcomes** | **Mark\* (0,1,2,****3,4,5)** | **Relevant Activities** | **Assessment****Methods/Metrics** |
| a1 | Acquire knowledge of computing and ‎mathematics appropriate to the discipline including ‎simulation and modeling.‎ |  |  |  |
| a2 | Recognize the need for and an ability to engage in ‎continuing professional development.‎ |  |  |  |
| a3 | Understand of best practices and standards and ‎their application.‎ |  |  |  |
| b1 | Analyze a problem to identify and define the ‎computing requirements appropriate to its solution.‎ |  |  |  |
| b2 | Design, implement, develop and evaluate ‎complicated computer-based system, process ‎component, or program to meet desired needs.‎ |  |  |  |
| b3 | Use and apply current technical concepts and ‎practices in the core information technologies of ‎human computer interaction, information ‎management, programming, networking, web ‎systems and technologies.‎ |  |  |  |
| b4 | Identify and analyze user needs and take them ‎into account in the selection, creation, evaluation ‎and adminstration of computer-based systems.‎ |  |  |  |
| b5 | Integrate IT-based solutions into the user ‎environment‏ ‏‎ effectively.‎ |  |  |  |
| c1 | Adhere professional, ethical, legal, security, and ‎social issues and their responsibilities.‎ |  |  |  |
| c2 | Analyze the local and global impact of computing ‎on individuals, organization, and society.‎ |  |  |  |
| c3 | Use current techniques, skills, and tools nessary ‎for computing practice.‎ |  |  |  |
| d1 | Function effectively on teams to accomplish a ‎common goal.‎ |  |  |  |
| d2 | Communicate effectively with a range of ‎audiences.‎ |  |  |  |
| d3 | Apply advanced numerical methods.‎ |  |  |  |
| e | NA |  |  |  |