

# Course Specifications and Course Report Guide

2019 - 2020

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## INTRODUCTION

The Vice Rectorate of Planning, Development and Quality is keen on providing the support needed to colleges to ensure the attainment of high quality in compliance with the National Center for Academic Accreditation and Assessment (NCAAA) standards and forms. Hence, this guide was designed to help and support college quality supervisors, course coordinators and instructors to fill in the Course Specifications and Course Report Forms.

The guide is divided into two major parts. The first part discusses the details of the Course Specifications Form which includes a step by step explanatory guide for colleges to follow when filling out and completing the form. The second part includes a step by step guide for the Course Report Form which includes instructions for the course coordinators to follow. It also includes an explanation for the steps that need to be followed by all instructors when completing their individual Course Reports. Subsequently, a list of guidelines is provided with regards to the quality assurance files and the process of sending it to the Quality and Academic Accreditation Department.

By creating and distributing this guide, the Vice Rectorate of Planning, Development and Quality hopes it has facilitated the support needed to achieve the highest level of commitment from all colleges in the process of submitting all Course Files.

## COURSE SPECIFICATIONS

### INSTRUCTIONS FOR FILLING OUT THE COURSE SPECIFICATIONS

The following are the steps needed to fill out the Course Specifications Form:

1. Fill page 1 properly by reflecting your course details.
2. Make sure that ALL fields are filled and correct to the best of your knowledge.
3. The form should be filled according to the course details available from the Study Plan provided by the academic department.
4. Part A.6: As SEU follows a blended teaching model, add 56 hours next to “Blended” with a 100% percentage.
5. Part A.7: In “Contact Hours”, enter 28 hours for “Lectures” and 28 hours for “Others (Interactive learning)”. This must be unified for all Course Specifications across the University. For “Other Learning Hours” enter the relevant hours for your course depending on the college.
6. Part B.1 and B.2: Enter the course description and course main objective as indicated in the Study Plan (or previous Course Specifications).
7. Part B.3: Enter all relevant Course Learning Outcomes (CLOs) and their aligned Program Learning Outcomes (PLOs) from the Study Plan (or previous Course Specifications).
8. Part C: Fill in the topics of the course for each week and include the number of contact hours. The contact hours must be 4 hours for each week, excluding week 8 which should be zero hours. The total must be 56 hours.
9. Part D.1: Enter all CLOs and specify the Teaching Strategies and Assessment Methods used to achieve each CLO. Use the “Teaching Strategies and Assessment Methods” file provided in Appendix 1 of this guide.
10. Part D.2: Enter the assessment tasks that will be used for the course. For example, “Coursework Assessments, Midterm Exam and Final Exam”. In addition, indicate which weeks these tasks are due to take place and the percentage of the total score for each type. For example, “25/100”.

11. Part E: Enter the arrangements made by the college to make sure faculty members are available to provide advice for students.
12. Part F.1: Enter all learning resources including textbooks, essential references, electronic materials and/or other learning materials that could be used for the course.
13. Part F.2: Enter the facilities required accordingly.
14. Part G: This part should be divided into two rows.
  - The first row should be the evaluation of the student to the course and could be filled in as the following:
    - **Evaluation Areas/Issues:** List the headings of the actual Course Survey sent to students such as: "Effectiveness of Teaching and Assessment, Quality of Learning Resources, Instructor's Interaction with Students, Blackboard Tools Efficiency, and Reasonability of Assessments' Grading".
    - **Evaluators:** Enter "Students".
    - **Evaluation Methods:** Enter "Indirect (Student Survey)".
  - The second row should be the evaluation of faculty members and could be filled in as the following:
    - **Evaluation Areas/Issues:** Enter "Effectiveness of Assessments", or similar name.
    - **Evaluators:** Enter "Faculty Members".
    - **Evaluation Methods:** Enter "Direct".
15. Part H: Enter the Department Council details that was held to approve the Course Specifications.

## COURSE REPORT

### INSTRUCTIONS FOR COURSE COORDINATORS

The process of compiling the Integrated Course Report is divided into 2 phases:

#### PHASE 1: FILLING IN THE COURSE REPORT AND DISTRIBUTING IT TO INSTRUCTORS

Course coordinators are required to complete the following steps to prepare the initial Course Report before distributing it to all course instructors:

1. Kindly indicate the text which the instructors of your group should update in **Red** color. Leave other text in **Black**. Once the instructors complete their files, they should change all text to **Black**.
2. Fill page 1 properly by reflecting your course details.
3. Part A: Fill in your section (CRN) details so the instructors can know how to fill this part. It is recommended that each section should have a course report of its own. Therefore, it is recommended to edit the heading from "Number of Sections" to "Section Number". Kindly note that the number of students who completed the course = the number of pass and fail students (i.e., all students excluding the withdrawn students).
4. Part B.1: Should be the same as what exists in the Course Specifications Report.
5. Part B.2: Enter any topics that are not covered or enter "Not Applicable".
6. Part B.3: Add the Teaching Strategies you used in the course. This should be the same as what exists in the Course Specifications Report.
7. Part B.4: Add Assessment Methods you used in the course. This should be the same as what exists in the Course Specifications Report.
8. Part B.5: Enter the Methods of Verification used for the course and the conclusions. This should be unified among all courses in the college.
9. Part B.6: Give any recommendations that may improve the course delivery.
10. Part C.1: Fill in the number of students under each grade accordingly. You can use the Excel sheet created by the Quality and Academic Accreditation Department to help in calculating the percentage of each grade (Available in Appendix 2).

11. Part C.2: Add your comments on the student results and give a reasonable factor that affected the results. For example, "The pass percentage is xx%, the failure percentage is xx%".
12. Part C.3: Add any recommendations to improve the student results.
13. Part D.1: Add the CLOs and link them to the PLOs and Assessment methods. In addition, add the methods you used to measure each CLO. This should be the same as what exists in the Course Specifications Report. Also, enter 70% in the "Target Level" (Note that this percentage might increase each semester, therefore check with the Quality and Academic Accreditation Department.

Enter the "Actual Level" for each CLO which can be obtained from the *SwiftAssess* electronic examination system, labeled "Achieved Average" for each CLO. Add your comments for each assessment result as follows:

- Write **Achieved** if the actual level is greater than or equal to 70%. Otherwise, write a proper reason, for example:
    - Some of the students in this section are poor in the course subjects.
    - The Midterm Exam was of high level.
    - The Final Exam was of high level.
    - Some students have work and they did not study well due to time matter.
    - Or write any other acceptable reason.
14. Part D.2: Add any recommendations that may improve the assessment results.
  15. Part E.1: Fill the following parts from the Course Survey results received from [quality@seu.edu.sa](mailto:quality@seu.edu.sa):
    - **Date of Survey, Number of Participants, and Percentage of Participation.**
    - **Strengths:** Add strength points which appear under: Evaluation Summary/Strengths and Areas of Improvement/Strengths, then give your comments or response.
    - **Areas for improvement:** Add the mentioned improvement points which appear under: Evaluation Summary/Strengths and Areas of Improvement/Areas of Improvement, then give your comments or response.
    - **Suggestions for Improvement:** Add the students' suggestions which appear under: "What suggestion(s) do you have to improve this course?" then give your comments or response.
    - If the survey was not filled out by any students, then write "Students did not fill in the survey".

16. Part E.2: Enter “Not Available”.
17. Part E.3: Add any general recommendations.
18. Part F: Add any difficulties or leave it **None**.
19. Part G.1 and G.2: Fill these parts properly by giving the recommended actions.

## PHASE 2: COMPILING THE INTEGRATED COURSE REPORT

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Course coordinators are required to compile an Integrated Course Report by incorporating the necessary parts collected from all Course Reports received from course instructors. The following steps should be taken into consideration:

1. Kindly note that sections of the Course Report which include the instructors’ analysis, feedback or response will need to be reviewed and rewritten in a coherent unified manner when entered into the Integrated Course Report. For example, the analysis of students’ results will need to be rewritten to take into consideration all grades from all Course Reports.
2. The following parts **MUST** be the same for all Course Reports and the Integrated Course Report:
  - B.1 Course Contact Hours
  - B.2 Topics not Covered
  - B.3 Teaching Strategies
  - B.4 Activities/Assessment Methods
  - B.5 Verification of Credibility of Students’ Results
  - The list of CLOs and the Target Level (70%) in D.1
  - E.2 Other Evaluations
  - G.1 Course Improvement Actions
3. The list of CLOs, the used Teaching Strategies, and Assessment Methods **MUST** be the same among the Course Specifications, all Course Reports, and the Integrated Course Report.

## INSTRUCTIONS FOR COURSE INSTRUCTORS

The following are the steps needed to fill out the Course Report Form by course instructors:

1. Kindly do NOT change the text which appears in **Black**. Only change the **Red**-color text. Once you complete your file, you should change all text to Black.
2. Page 1: Add your name and date.
3. Part A: Fill out your section details. It is recommended that each section should have a course report of its own. Kindly note that the number of students who completed the course = the number of pass and fail students (i.e., all students excluding the withdrawn students).
4. Part A: Fill out your section details. It is recommended that each section should have a course report of its own.
5. **Kindly do NOT change Parts B.1 to B.5 and E.2.** Leave it as received from the course coordinator.
6. Part B.6: Give any recommendations that may improve the course delivery.
7. Part C.1: Fill in the number of students under each grade accordingly. You can use the Excel sheet created by the Quality and Academic Accreditation Department to help in calculating the percentages of each grade (Available in Appendix 2).
8. Part C.2: Add your comments on the student results and give a reasonable factor that affected the results. For example, "The pass percentage is xx%, the failure percentage is xx%".
9. Part C.3: Add any recommendations to improve the student results.
10. Part D.1: Keep the text in the first 3 columns as received from the course coordinator. Enter the "Actual Level" for each CLO which can be obtained from the *SwiftAssess* electronic examination system, labeled "Achieved Average" for each CLO. Add your comments for each assessment result as follows:
  - Write **Achieved** if the actual level is greater than or equal to 70%. Otherwise, write a proper reason, for example:
    - Some of the students in this section are poor in the course subjects.
    - The Midterm Exam was of high level.

- The Final Exam was of high level.
  - Some students have work and they did not study well due to time matter.
  - Or any other acceptable reason.
11. Part D.2: Add any recommendations that may improve the assessment results.
12. Part E.1: Fill the following parts from the Course Survey results received from [quality@seu.edu.sa](mailto:quality@seu.edu.sa):
- **Date of Survey, Number of Participants, and Percentage of Participation.**
  - **Strengths:** Add the strength points appear under: Evaluation Summary/Strengths and Areas of Improvement/Strengths, then give your comments or response.
  - **Areas for improvement:** Add the mentioned improvement points appear under: Evaluation Summary/Strengths and Areas of Improvement/Areas of Improvement, then give your comments or response.
  - **Suggestions for Improvement:** Add the students suggestions appear under: “What suggestion(s) do you have to improve this course?” then give your comments or response.
13. Part E.2: Enter “Not Available”.
14. Part E.3: Add any general recommendations.
15. Part F: Add any difficulties or leave it **None**.
16. Part G.1: Should not be changed and left as received by the course coordinator.
17. Part G.2: Fill this part properly by giving any recommendations.

## IMPORTANT INSTRUCTIONS WHEN PREPARING THE QUALITY ASSURANCE FILES

Kindly note that all quality assurance files should be submitted as soft copies and uploaded on the shared cloud folder provided by the Quality and Academic Accreditation Department.

### ASSESSMENTS/ASSIGNMENTS SAMPLES

- All assessment samples must contain the course name, code, and the student's name and ID.
- Submit the required number of assessment samples (three samples per assessment). In case a section (CRN) has less than three students, the instructor should create and upload a file, for each missing sample, writing inside it: "This section has only # students". For example, "This section has only two students."

### MIDTERM/FINAL EXAM SAMPLES

- Submit the required number of samples (three samples per exam). In case a section (CRN) has less than three students, the instructor should create and upload a file, for each missing sample, writing inside it: "This section has only # students". For example, "This section has only two students."
- The exam file must be readable, in Portrait format, and contains all questions.

### ATTENDANCE SHEET

- The attendance sheet must be readable and show *all columns* in one sheet.

## APPENDIX 1:

### TEACHING STRATEGIES AND ASSESSMENT METHODS

This document includes three parts:

**Part A:** Suggested Teaching Strategies

**Part B:** Suggested Assessment Methods

**Part C:** Example that links teaching strategies and assessment methods together (taken from one of the CCI courses)

#### A: SUGGESTED TEACHING STRATEGIES

	Teaching strategy	Brief Description
1.	Group teaching (F2F Lectures)	Give lectures to students accompanied by tutorials
2.	Active learning (group-work case study, problem-solving exercises)	Explore teaching and learning methods that put students in charge of their own learning through meaningful activities
3.	Problem based learning (assignments, projects)	Students learn about a subject through understanding and solving problems
4.	Virtual sessions	Online learning and independent study
5.	Class Discussion	Support a lesson with a group discussion to refresh students, memories about the assigned readings, or generate a set of questions stemming from the assigned readings
6.	Work based learning	Provide students the opportunity to learn through real-life work experiences. Examples: internships, job shadowing or field trips
7.	Demonstrating in practical classes	Explore the key learning aims of practical classes and how to get learners to effectively engage with them. Examples: undertake experiments; tackle problem-solving exercises; carry out survey and project work and experience at first-hand how the theory and principles of their discipline are applied

8.	Student-led learning	Students work together to support each other's learning
9.	Cooperative Learning	Small groups of students to work together for the achievement of a common goal. Examples: developing learning communities, stimulating student/faculty discussions
10.	Integrating Technology	Use electronic mail or on-line notes in learning
11.	Lab Teaching	A class in lab
12.	Experiential Learning	Learn by doing
13.	Service Learning or Community-based learning	Combine classroom instruction, engaged student learning, meaningful service in the community, and personal reflection
14.	Inquiry-Based Instruction	Students learn by asking questions, investigating, exploring, and reporting what they see
15.	Role playing and simulations	Using a model of behavior to gain a better understanding of that behavior, or the spontaneous acting out of situations, without costumes or scripts. Example, a mock job interview, engage students in a simple simulation of specialization and division of labor
16.	Collaborative Testing	Students rely on the knowledge of others; providing students the opportunity to take multiple-choice exams in a group or in pairs. This testing approach allows students to discuss the materials and "teach each other"
17.	Just-in-time teaching	Learning through two-steps. Step 1: students complete a focused set of activities outside of class and submit their work to the instructor. Step 2: the instructor (often just hours before the next lecture) collects the students' responses and identifies areas of understanding and misunderstanding to adjust the next lesson so that students can receive specific "just-in-time" feedback on those particular areas
18.	Flipped classroom	Consider a 'flipped' approach by asking learners to watch video content before the class session, and devote in-class time to exercises, projects and discussions

**Important Remark:**

Kindly refer to the Academic Accreditation Section at SEU ([accreditation@seu.edu.sa](mailto:accreditation@seu.edu.sa)) if you would like to suggest/use any other teaching strategy not mentioned in the table above.

## B: SUGGESTED ASSESSMENT METHODS

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1. Assignments
2. Online Quizzes
3. In-class Quizzes
4. Discussion boards
5. Case Study
6. Project
7. Presentation
8. Practice exams
9. Midterm and final exams

**Important Remark:**

Kindly refer to the Academic Accreditation Section at SEU ([accreditation@seu.edu.sa](mailto:accreditation@seu.edu.sa)) if you would like to suggest/use any other assessment method not mentioned in the list above.

## APPENDIX 2

### EXCEL SHEET TO CALCULATE STUDENTS' GRADES

See attached file named "Appendix 2"