



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**



## Course Specifications

Institution: Al-Yamamah University	Date of Report: Nov. 14/2013
College/Department : (CCIS) College of Computer and Information Systems	

### A. Course Identification and General Information

1. Course title and code: : CIS 386 Project Management			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Computer and Information Systems (BCIS), and Bachelor of Business Administration (BBA)			
4. Name of faculty member responsible for the course: Dr.Rana Almasri			
5. Level/year at which this course is offered: Third Year			
6. Pre-requisites for this course (if any): MIS 201 Introduction to Management Information Systems			
7. Co-requisites for this course (if any) (No Co-requisites course that is no course which is going be delivered at the same time)			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



## B Objectives

<p>1. What is the main purpose for this course? This course is to give the student the role of an IT project manager. The course gives important information about all the project management related issues and how to prevent it and lead successful IT project.</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) The plan may implement to increase the efficiency of this course is, to give the student the opportunity to create a project step by step through series of assignment all related to his/her own project. The student will take the role of the project manager and apply each of the project steps into the project. At the end project assessment will show all the strengths and weaknesses of each student/project manager. This application would give the student the skills that needed to initiate and lead a project from start to the end.</p>

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached):** This course examines the defining characteristics of IT projects and introduces the student to a variety of project management techniques that can be applied in an IT project context. Managing project team, conduct feasibility study, create work breakdown structure, write project scope, time, cost, and quality are provided in detail in this course. The course will cover management issues associated with packaged software implementation (e.g., ERP systems), in-house developed systems, and outsourced projects.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>IT Project Management:</b> Introduction to Project Management Similarities and Differences Between IT and Other Types of Projects Defining Project Life cycle, Gathering project Information, Identify Project needs.	2	6
<b>The Project Initiation Process:</b> Create project charter, Making a Business Case for an IT Project	1	3
<b>Planning the project:</b> Creating Feasibility study structure Creating an accurate Business case	2	6
<b>Working with the management:</b> Defining the organizational structure, Presenting the project management, Inventing a project Kickoff, Creating Management Alliances.	1	3
<b>Managing the project scope:</b> Creating the project scope, Defining and Creating the Work breakdown Structure, Obtaining stakeholder approval.	1	3
<b>Creating the Project Budget:</b> Implementing Bottom-UP Cost Estimates, Top-Down Estimating, Determining and tracking project Expenses	2	6
<b>Building the project plan:</b> Project plan document, creating the project scope management, defining the project schedule management plan, building the network diagram, analyzing the project network creating the Project cost management plan, Project Quality.	2	6



<b>Organizing and Managing a Project Team:</b> Assessing internal skill, creating a team, interviewing potential team members, managing team issues, using external resources, mechanics of leading a team	1	3
<b>Implementing and revising the project plan:</b> reviewing assignment with the project team, tracking project progress, tracking financial obligations, implementing project changes.	1	3
<b>Enforcing Quality:</b> Defining quality, quality of deliverables, quality of process, Ensuring quality throughout the project, creating a strategy for quality.	1	3
<b>Completing the project:</b> completing the final task, obtaining final sign-Off, creating final report, declaring either victory or failure, project closer.	1	3
<b>Total</b>	15	45



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	-	-	-	-	45
Credit	3	-	-	-	-	3

3. Additional private study/learning hours expected for students per week.	6
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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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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b> After successful completion of the course students will be able to		
1.1	Define the concept of project management, state its different phases and stages, procedures, processes, tools and techniques.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams (quizzes, mid-term, and final exams)</li> <li>• Oral presentations</li> <li>• Oral test</li> <li>• Group discussion</li> <li>• Assignments/ Homework</li> </ul>
1.2	Define project requirement. Recognize the project steps from the beginning to the end.		
<b>2.0</b>	<b>Cognitive Skills</b> After successful completion of the course students will be able to		
2.1	Create project charter; feasibility study, work breakdown structure, project schedule with time, cost, and resources.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams (quizzes, mid-term, and final exams)</li> <li>• Group discussion</li> <li>• Assignments/ Homework</li> <li>• practical project</li> <li>• free reading</li> </ul>
2.2	Differentiate between project management concepts such as: project and operations, organizational structure, project goal and project scope..etc.		
2.3	Plan for complete project, determine strategy and obtain management approval.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> After successful completion of the course students will be able to		
3.1	Cooperate constructively in groups.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group discussions</li> <li>• Analyses</li> <li>• In class case studies</li> <li>• Real life example</li> </ul>	Indirect critical assessment through observing and monitoring the content of: <ul style="list-style-type: none"> <li>• Written exams (quizzes, mid-term, and final exams)</li> <li>• Group discussion</li> <li>• Assignments/ Homework</li> <li>• practical project</li> </ul>
3.2	Show responsibility for using specific tools to search for new information, data and techniques of analysis.		
3.3	Aware of ethical and professional values and moral judgments.		
3.4	Choose the right method after critical comparison		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> After successful completion of the course students will be able to		
4.1	Communicate effectively in oral and written English.	<ul style="list-style-type: none"> <li>• <i>Group discussion</i></li> <li>• <i>Group Projects</i></li> <li>• <i>Assignments</i></li> <li>• <i>Use of IT and mathematical tools</i></li> </ul>	Indirect critical assessment through observing and monitoring the content of: <ul style="list-style-type: none"> <li>• <i>Oral presentations</i></li> <li>• <i>Mini/Group projects</i></li> <li>• <i>Doing Assignments/ Homework using IT tools</i></li> </ul>
4.2	Effectively search the web using top rated search engines and verified searching techniques		
4.2	Effectively use calculation and statistics.		



<b>5.0</b>	<b>Psychomotor</b>		
5.1	Non		
5.2			

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

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



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider      Maximize      Continue      Review      Ensure      Enlarge      Understand  
Maintain      Reflect      Examine      Strengthen      Explore      Encourage      Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

**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	2,6, 9, 12	15%
2	Presentations/ Effective Participation	2, 5, 12, 14	10%
3	Quizzes	6, 9, 14	10%
4	Midterm Exam	10	20%
5	Comprehensive Final Exam	17	40%
6	Punctuality and Attendance		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):  
8 hours/week , Sunday 9:00am to 12:00pm , Tuesday 10:00 am to 12:00pm, Thursday 10:00am to 12:00pm and 2:30 pm to 3:30 pm

#### E. Learning Resources

##### 1. List Required Textbooks

IT Project Management: On Track from Start to Finish, Second Edition, Joseph Phillips, 2004

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

IT Project Management Handbook, Jag Sodhi, 2001

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

PMP Project management professional study guide, second edition  
Making Things Happen: Mastering Project Management (Theory in Practice), Scott Berkun, 2008

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

<http://www.acm.org>  
<http://www.pmi.org/>

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

Microsoft project management software. This software helps the students to apply concepts and create a project document in detail and with high quality organization. The use of Project management software promotes the cognitive student's cognitive skills.

#### 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.)

- ✓ Classrooms



2. Computing resources (AV, data show, Smart Board, software, etc.)  ✓ Computer ✓ data show
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  At the end of the course, students receive feedback survey forms designed as per the guideless of NCAAA that are used to see the effectiveness of course delivery.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor  Peer review visits are normally conducted among faculties wherever possible during academic year. During the lecture time chair/Dean visits the class room. At the end of each visit, faculties are usually set together to discuss related issues.
3 Processes for Improvement of Teaching  <ul style="list-style-type: none"><li>• Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.</li><li>• Specialized workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.</li></ul>
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)  Peer review and discussion with course coordinator. There should be a strong liaison with teacher from some external university/institute in order to exchange ideas related to marking/ evaluating quizzes and assignments



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

At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.

**Faculty or Teaching Staff: Dr. Rana Almasri**

**Signature:** \_\_\_\_\_

**Date Report Completed: 14/11/2013**

**Received by:** \_\_\_\_\_

**Dean/Department Head**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_