



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)	
Course Title:	MIS 201 – Introduction to MIS
Last Update:	December 2013



Course Specifications

Institution: Al Yamamah University	Date of Report: 8/11/2013
College/Department : Collage of Computer and Information Systems	

A. Course Identification and General Information

1. Course title and code: MIS 102- Introduction to MIS		
2. Credit hours:3 (3+0)		
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 Bachelor of Business Administration		
4. Name of faculty member responsible for the course Dr. A.H.M. Saifullah Sadi Ms. Nahla Al-Kaf		
5. Level/year at which this course is offered 1 st year - second semester		
6. Pre-requisites for this course (if any) MGT 101- Introduction to Management		
7. Co-requisites for this course (if any) None		
8. Location if not on 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?</p> <p>This is an introductory course to the computer based information systems and their applications in business. Moreover, it Provide a fundamental overview of both the applications and applicability of computer based technology in business</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> <p>Exposing students to hands-on experience using Excel and Access to solve MIS problems. Reference students to related web sites.</p>

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

An introduction to computer based information systems and to their applications in business, including a discussion of issues involved in the use of information systems by management. The course also provides hands on tutorial experience in the use of computers, with particular emphasis on business applications of microcomputers.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
IS in global business	2	6
How do businesses use Information Systems?	2	6
Information Systems organizations and strategies	2	6
Information tec. Infrastructure: Hardware	2	6
Information tec. Infrastructure: Software	2	6
Information tec. Infrastructure: Telecommunications, Networks, and the Internet	2	6
Information tec. Infrastructure: Database management systems	1	3
Ethical & Social Issues in IS	1	3
Backup, Security and controls	1	3

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

3. Additional private study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge After successful completion of the course students will be able to		
1.1	Describe the various perspectives of Information Systems, role of technology and associated areas including, security threats analysis, policies roles in organizing business and managerial decision making in business processes.	<ul style="list-style-type: none"> • Lectures • Group discussions • Video presentations 	<ul style="list-style-type: none"> • Written exams • Projects/ case studies • Assignments • Class participation • Research and Presentation
1.2	Outline and Describe Internet protocols, naming and routing, site and service planning for different types of service offerings, server configuration, maintenance and log analysis and advanced management topics such as server farms, application servers, proxy and edge servers.	Through Lectures and Lab Exercise, students will apply cryptography and related security techniques to e-commerce including secure electronic transactions, electronic payment system.	
2.0	Cognitive Skills After successful completion of the course students will be able to		
2.1	Explain how to apply knowledge of Information systems at workplace	These skills will be developed by a combination of formal lectures, group discussions and presentations lab work (which develop managerial and computing skills) and case studies of business organizations (which help students develop the technological perspective and humanistic paradigm).	Continuous assessments during the semester such as quizzes, assignments, analysis of cases, class participation, lab work, presentations, and exam
2.2	Explain various dimensions of Information systems, technology, latest developments and then how to apply them at business organizations		
3.0	Interpersonal Skills & Responsibility After successful completion of the course students will be able to		
3.1	Demonstrate Working harmoniously with others	<ul style="list-style-type: none"> • Lectures • Case studies • Group discussions 	<ul style="list-style-type: none"> • Exams • Oral presentations • Group projects
3.2	Use skills associated with decisional roles as IT manager performs responsibilities as team members		
3.2	Illustrate Problem Solving skills		
4.0	Communication, Information Technology, Numerical After successful completion of the course students will be able to		



4.1	Demonstrate Informational skills when Business and IT managers processes information integrating functions and business processes; Presentation skills in the project and discussions Assess Numerical skills are used in computing as students apply their class room knowledge Assess the communicate effectively in oral and written English. Evaluate effectively search the web using top rated search engines and verified searching techniques	<ul style="list-style-type: none"> • Lectures • Case studies • Group discussions 	<ul style="list-style-type: none"> • Oral presentations • Group projects
4.2	Demonstrate using the Al-Yamamah University information systems, such as: Students' email system, Students' Absence system (EDUGATE), Al-Yamamah Learning Management system (LMS), and e-registry		
5.0	Psychomotor		
5.1	None	None	None

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



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	projects & presentations	15	15%
2	Punctuality and Attendance	Throughout the course	10%
3	Quizzes	5, 12	10%
4	Assignments	All along	10%
5	Mid Exam	Week 7	20%
6	Final Exam	Week 16	40%



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)

All faculties are required to assign in average 8 office hours every week dedicated for individual student consultations and academic advice. The schedule of the office hours are posted on faculty office door.

E. Learning Resources

1. List Required Textbooks

Laudon & Laudon, "Management Information Systems (Managing the Digital Firm)", Prentice Hall - Person Education, Inc, 13th Edition, 2014, ISBN-10: 0133130789, ISBN-13: 9780133130782.

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

- Nickerson, "Business and Information Systems", 2nd edition, Prentice Hall, ISBN-10: 0130894966, ISBN-13: 978-0130894960
- Pearson, "Managing and Using Information Systems – A Strategic Approach, Wiley", 4th edition 2009, ISBN-10: 0470343818, ISBN-13: 978-0470343814.

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

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

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.)
Classroom with overhead projector

2. Computing resources (AV, data show, Smart Board, software, etc.)

Data show

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None



G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>During the course, students receive a feedback forms that covers all aspects relating to their learning experience. These forms will then be collected and analyzed by the Academic Advising and Counseling Department. Next, the Academic Advising and Counseling Department will conduct a meeting with the concerned faculty to discuss the students' feedback outcomes.</p>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>Peer review visits are normally conducted among faculties wherever possible during academic year. During the lecture time Chair (Head)/ Dean of the department visits the classroom. At the end of each visit, faculties are usually set together to discuss related issues.</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Feedbacks from students using different types of survey including Student Experience Survey (SES), Program Evaluation Survey (PES), and Alumni Survey (AS) are shown and discussed with faculty members to improve the teaching.• Specialized workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.
<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> <p>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.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>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.</p>

Faculty or Teaching Staff: _____ Nahla Alkaf _____

Signature:  _____ Date Report Completed: ___7/11/2013___

Received by: Souhaila Nada Dean/Department Head



Signature: _____ Date: _____