ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)	
Course Title:	**MIS 302 – Internet Business**
Last Update:	December 2013

Course Specifications

Institution	Al Yamamah University	Date of Report : 03/11/2013
College/Department: Computer and Information Systems		

A. Course Identification and General Information

1. Course title and code: MIS 302 Internet Business
2. Credit hours: 3
3. Program(s) in which the course is offered. Bachelor of Computing and Information Systems
(If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Prof. Mohamed Magdy Kabeil
5. Level/year at which this course is offered: Third Year
6. Pre-requisites for this course (if any): MIS 102
7. Co-requisites for this course (if any)
8. Location if not on main campus
9. Mode of Instruction (mark all that apply)

a. Traditional classroom	√	What percentage?	100
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course? The main purpose of this course is to analyse and evaluate e-commerce models. Investigate and analyse how the internet, web features and services support e-commerce. This course also identifies and analyses the phases of the development process of e-commerce application. Articulate different ways to use web site as a marketing communication tool.
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 latest applications of Internet Business models and Evaluation Tools.

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

Integrates topics of management and organization theory, information and communication theory, and systems theory relevant to managing an organization's information resources. Includes computer hardware and software, telecommunications, and database concepts and emphasizes the e-commerce and Internet based business models to get a competitiveness of global based business environments.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction to E-Commerce	1	3
E-Commerce Business Models and Concepts	2	6
Technological Infrastructure	2	6
Building an E-Commerce Web Site	2	6
Security and Encryption	1	3
E-Commerce Payment Systems	1	3
E-Commerce Marketing Concepts	1	3
E-Commerce Communication Strategies	1	3
Ethical, Social and Political Issues in E-Commerce	1	3

E-Commerce in Action	1	3
E-Commerce in Action	1	3
E-Commerce in Action	1	3
Total	**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. 4

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	Outline an overview of the many facets of electronic commerce.	• Lectures • Demonstration • Group discussions.	• Written exams (quizzes, mid-term, and final exams)
1.2	Describe the business models underlying different forms of internet business, such as Business-to-Business, Business-to-Consumer, Consumer-to-Business, and Consumer-to-Consumer transactions.	• Lectures • Demonstration • Group discussions.	• Homework • Written exams (quizzes, mid-term, and final exams)
1.3	State the early internet business initiatives and the critical factors required for success in different internet business ventures.	• Lectures • Demonstration	• Group work Assignments • Oral presentations.
1.4	Label hands-on task of designing a website for the conduct of a particular business application.	• Lectures • Demonstration • Group discussions.	• Assignments • Written exams (quizzes, mid-term, and final exams)
2.0	**Cognitive Skills** After successful completion of the course students will be able to		
2.1	Evaluate the ability to design a new Web sites of Internet Business.	Design special case studies that promote cognitive skills and ability to seek comprehensive solutions.	All assignments and tests include parts dedicated to the usage of investigation methodologies and cognitive skills. .
2.2	Develop and publish Web sites of Internet Business.	Encourage students to be actively involved in group projects and case studies to enable them to have an experience in teamwork situations	Assessment of course projects and case studies that promote critical thinking and the ability to solve problems
3.0	**Interpersonal Skills & Responsibility** After successful completion of the course students will be able to		
3.1	Demonstrate team work constructively in groups.	Students are required to perform group presentations.	Monitoring and adjusting students' interpersonal skills and responsibility in teamwork context
3.2	Illustrate specific tools to search for new information, data and techniques of analysis.	Course work and assignments are designed to include tasks that require students to search for information on their own.	Evaluating students' interpersonal skills and responsibility in teamwork context
3.3	Aware of ethical and professional values and moral judgments	Students will be exposed to ethical and professional	Group discussion

		issues throughout the course.	
3.4	Show values relevant to the professional code.		Group discussion
4.0	**Communication, Information Technology, Numerical** After successful completion of the course students will be able to		
4.1	Express themselves and communicate effectively in oral and written English.	Course tasks and assignments implement tasks that support the mentioned skills throughout the course.	Monitoring and grading students' performance on the above mentioned teaching strategies
4.2	The ability to effectively research the web using various types of search engines and advanced searching techniques.		
4.3	Use the Al-Yamamah University information systems, such as: Students' email system, Students' Absence system (EDUGATE), Al-Yamamah Electronic Community (YEC), and e-registry.		
5.0	**Psychomotor**		
5.1	None		
5.2	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	Final Exam	16	40%
2	Midterm Exam	8	20%
3	Homework/Assignment/Project	3,6,11	20%
4	Quiz	7, 12	10%
5	Punctuality and Attendance	All along	10%

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 & Traver, E-commerce 2013 Business Technology Society, Person Education, Inc, 9th Edition, 2013
2. List Essential References Materials (Journals, Reports, etc.) Turban & King, Introduction to Electronic Commerce, 3rd Edition, Prentice Hall, 2011.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Research Publications, Magazines, Journals , ABI database, and any other databases made available by the college library.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) Materials shared via YU-LMS Learning Management System http://www.pearsonhighered.com/educator/course/MIS/ http://www.acm.org
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. • Al-Yamamah University Website • Al-Yamamah Electronic Library • Al-Yamamah Helpdesk System • ERIC-free online library • LMS (Al-Yamamah learning management systems) and EDUGATE.

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.) An overhead projector is normally installed in every class and lab throughout the university campuses.

2. Computing resources (AV, data show, Smart Board, software, etc.) One lab with 24 PCs with Internet connection.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Internet Explorer and Internet Connection

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 guidelines of NCAAA that are used to see the effectiveness of teaching.
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 (Head)/ Dean of the department visits the classroom. At the end of each visit, faculties are usually set together to discuss related issues.
3 Processes for Improvement of Teaching • 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.
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 Mohammad-Majdy Kabeil _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____