Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقويـــم
والاعـــتـــمـــاد الأكـــاديـــمـــي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

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Course Specifications

Institution : Najran University	Date of Report

College/Department :
College of Science and Arts Sharoura / Department: Computer Science

A. Course Identification and General Information

1. Course title and code: Title: Fundamentals of Information Systems   Code: 301IS-3 (۳۰۱نال-۳)
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)   Computer Science Program
4. Name of faculty member responsible for the course   Specifications Committee
5. Level/year at which this course is offered: Level 3/ Second year
6. Pre-requisites for this course (if any)   101CS-4 (Introduction to Computers & IT)
7. Co-requisites for this course (if any)
8. Location if not on main campus   Male and Female Branches

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:
 	
We still teach this course using traditional methods but there is a plan to transform all course into electronic format using E-learning

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B Objectives

1. What is the main purpose for this course?
1- Recognizes the most important information necessary to improve the overall quality. 2- Distinguishes between the most important basic concepts and topics about information systems. 3- recognizes the mechanism of accredited organizations by information and methods of decision-making 4- recognize the e-commerce types and challenges
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)

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

This course will start with an introduction to information systems and their foundational technologies. Topics include surveys of hardware and software; and networked computing concepts, as well as special topics in information systems including computation for the internet and world wide web, electronic & mobile commerce systems, and decision support systems. Themes common to each of these topics include Knowledge Management and Specialized Information Systems, Systems Development: Investigation and Analysis, Design, Implementation, Maintenance, and Review, security and privacy issues, ethics, and cost/benefit analyses, Information Systems in Business and Society.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
1. An Introduction to Information Systems	1	2
2. System components and relationships	1	2
3. Information Systems in Organizations	1	2
4. Hardware: Input, Processing, and Output Devices	1	2
5. Software: Systems and Application Software	2	4
6. The Internet, Intranets and Extranets	1	2
7. Electronic and Mobile Commerce	2	4
8. Enterprise Systems	1	2
9. Information and Decision Support Systems	2	4
10. Knowledge Management and Specialized Information Systems	1	2
11. Systems Development: Investigation and Analysis	1	2
12. Systems Development: Design, Implementation, Maintenance, and Review	1	2

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13. Information Systems in Business and Society: the personal and social impact of information systems	2	4

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30		30			60
Credit	30		15			45

3. Additional private study/learning hours expected for students per week.	2 hours

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.

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		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0		**Knowledge**		
	1.1	Mentioned principles, concepts and knowledge necessary in the field of information systems and systems based on the information.	Lecture and Discussion	Achievement test
	1.2	Compares between two types of general knowledge of the main components of information systems.	Lecture and Discussion	Achievement test
	1.3	Distinguish between administrative and executive information systems.	Lecture and Discussion	Achievement test
	1.4	Mentions fundamentals needed for decision-making in systems.	Lecture and Discussion	Achievement test
2.0		**Cognitive Skills**		
	2.1			
	2.2			
3.0		**Interpersonal Skills & Responsibility**		
	3.1	Apply the skills of self-dependence in the e-commerce operations	Discussion , Self-learning Problem Solving Laboratory method	Note, Projects
	3.2			
4.0		**Communication, Information Technology, Numerical**		
	4.1			
	4.2			
5.0		**Psychomotor**		
	5.1			
	5.2			

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,

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	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.

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	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	Mid-term exam	8	20
2	Quizzes and Assignments	During the semester	10
3	Mid-Tem Lab Exam	10	10
4	Final Lab Exam	15	10
5	Final Exam	At the end of semester	40
6	Attendance	During the semester	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)
Office Hours

E. Learning Resources

1. List Required Textbooks
   Principles of Information Systems a Managerial Approach, Ralph M. Stair Emeritus and George W. Reynolds, 9th Edition, 2010.

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

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
   - Principles of Information Systems (Stand Alone) Loose Leaf
   - Principles of Information Systems (Available Titles Skills Assessment Manager (SAM) - Office 2010)

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

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

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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 for 20-30 students with data show Laboratories 20-30 students with Office programs 2010 and windows 7 or 8

2. Computing resources (AV, data show, Smart Board, software, etc.) Classrooms Should include data show and also laboratories
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   ✓ Distribution of a questionnaire for students to know how to achieve the goals in the theoretical and practical side.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
  ✓ Discussions with colleagues who specialize in teaching methods and means of learning.
  ✓ Self-evaluation of the performance of the teacher.
  ✓ Discussions with other colleagues who taught this course.

3 Processes for Improvement of Teaching
  ✓ Diagnose weaknesses and turn them into strengths.
  ✓ Discussions about the decision and methods of teaching
  ✓ Study the needs of the labor market of college graduates

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)

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

Faculty or Teaching Staff:
Signature: _____   **Date Report Completed:** _____

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

Signature: _____   **Date:** _____