

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Najran University
College of Computer Science and Information systems
Department of Computer science

Course Name: Information Systems Policies and Strategies
Course Code: 410CIS-3

COURSE SPECIFICATION(CS)

Prepared by
MD KAFIL UDDIN
May 2016

Course Specifications

Institution	Najran University	Date of Report	May 25, 2016
College/Department	College of Computer Science and Information Systems		

A. Course Identification and General Information

1. Course title and code	Information Systems Policies and Strategies (410CIS-3)																						
2. Credit hours	3 (3, 0, 1)																						
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Bachelor of Science In INFORMATION SYSTEMS																						
4. Name of faculty member responsible for the course	MD KAFIL UDDIN																						
5. Level/year at which this course is offered	Seven –7																						
6. Pre-requisites for this course (if any)	N/A																						
7. Co-requisites for this course (if any)	N/A																						
8. Location if not on main campus	MALE CAMPUS BUILDG																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="75%"/></td> </tr> <tr> <td>c. e-learning</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="06%"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="15%"/></td> </tr> <tr> <td>f. Other</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="04%"/></td> </tr> </table>			a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="75%"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="06%"/>	d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="15%"/>	f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="04%"/>
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Comments:	<ol style="list-style-type: none"> Blackboard System is a very useful tool to provide resources to the students. It was difficult to upload videos as the Echo Systems was not working this semester. Sometimes internet is very slow in the class room and Video stream is off. 																						

B Objectives

<p>1. What is the main purpose for this course?</p> <p>By the conclusion of this course, the student should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the importance of Strategic planning of Information Systems. <input type="checkbox"/> Use IT in a strategic fashion. <input type="checkbox"/> Manage organizational change, outsourcing, governance, IT architecture and infrastructure and software development of the Organization <input type="checkbox"/> Utilize IT policies and plans to achieve organizational goals. <input type="checkbox"/> Evaluate Risk and Performances of the Organization
<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> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous updating of the information through research in the university library, internet and researches <input type="checkbox"/> Continuous updating of practical classes by introducing new teaching aid

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

1 Topics to be Covered		
List of Topics	No of Weeks	Conduct hours
The Importance of Information Systems Management	2	6
The Top IS Job	1	3
Strategic Uses of Information Technology	1	3
Information Systems Planning	1	3
Distributed Systems: The Overall Architecture	1	3
Managing Telecommunications	1	3
Managing Information Resources	1	3
Managing Operations	1	3
Technologies for Developing Systems	1	3
Management Issues in Systems Development	1	3
Supporting Decision Making	1	3
The Challenges Ahead	1	3
Review Classes	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	46 (including Extra classes)	10	0	0	0	56
Credit	3	0	0	0	0	3

3. Additional private study/learning hours expected for students per week.	5hr
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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.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the importance of Information Systems Management and Strategic planning of Information Systems	Theory part of the course teaches them techniques and practical part teaches them how to apply the techniques.	Exams, Quiz, Homework, Assignment, Project, presentations
1.2	Use IT in a strategic fashion.	Facility to have prescribed and reference books in Library	Through continuous assessment and viva, conducting group discussions on given topic, project work
1.3	Developing models for solving problems related to real life and information technology.	Using projectors	Class test
1.4	Students will know analyzing real life problems	Problems are discussed and analyzed in class.	Term & final examinations
2.0	Cognitive Skills		
2.1	Analysing problems, creating various models based on the levels of difficulty of the problems.	Giving Assignments/ homework	Through continuous assessment and viva, conducting group discussions on given topic
2.2	Evaluate Risk and Performances of the Organization	Making students think deeper	Class test
2.3	Breakdown IT objectives in to Operating Principles	Organizing the flow of thoughts	Term & final examinations
3.0	Interpersonal Skills & Responsibility		
3.1	Develop IT policies and plans to achieve organizational goals.	Assignments are given a dead line to be submitted	Assessments are done based on their class performance and attendance.
3.2	Manage organizational change, outsourcing, governance, IT architecture and infrastructure and software development of the Organization	Creation of interactive teaching and learning environment.	Giving grades in exams, project works. Evaluation of seminar topics, debate and group discussions.
3.3	Enlist an attitude for commitment and responsibilities towards finishing all tasks and assignments on time.	Development of awareness and confidence among students about their interpersonal knowhow.	Assessment on their class behavior, punctuality in class time, attendance
3.4	Group discussions between students. Completion of their job within time.	Encouraging a self-critical evaluation of student existing knowledge and behavior pattern.	Through giving marks and grades
4.0	Communication, Information Technology, Numerical		
4.1	Manage organizational change, outsourcing, governance, IT architecture and infrastructure and software development of the Organization	Giving assignment in new concepts in related topics	Allotting marks on assignments, projects
4.2	Ability to develop the English communication through giving presentations	Collecting required information and materials through net surfing	Giving performance rewards on group discussions and seminars

4.3	Browsing for the new concept in education, acquiring good knowledge through internet	Let students prepare their Assignment reports using any software tools.	Giving awards on related course exhibition
4.4	Develop problem solving skills and techniques	Giving correction in their reports.	
5.0	Psychomotor N/A		
5.1	N/A	N/A	N/A

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	Quiz	5	5%
2	Assignment	8	5%
3	Mid Term1	6	20%
4	Mid Term2	10	20%
5	Final Examination	14	50%

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 10 hrs/week

E. Learning Resources

1. List Required Textbooks

Information systems management in practice, by: McNurlin, Eighth edition. Not available in library, handouts are available.

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

Pearlson and Carol S. Saunders, "Managing and Using Information Systems: A Strategic Approach", John Wiley and Sons." Soft copy available in PDF format

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

As mentioned above

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

Students should visit College library

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

All the soft copy of books, lecture notes, tutorials, CDs are available in DQU unit course folder to get additional resources.

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.)

- ☐ Lecture Rooms with 25 seats with a data show, smart board, personal computer, one table Computer
- ☐ Lab with internet service for tutorial and home works, assignments practice

<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop/ Laptop computer <input type="checkbox"/> Projector system <input type="checkbox"/> Echo system <input type="checkbox"/> Blackboard system and Blackboard Collaborate <input type="checkbox"/> Wireless technology (is a plus)
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Availability of text and reference books, enough printing and Xerox facility

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students questioner once during semester <input type="checkbox"/> Students-Head of the department meeting (twice during semester) <input type="checkbox"/> Faculty-students periodical meeting (during office hours) <input type="checkbox"/> Dean-students periodical meeting (twice during semester)
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>Faculty annual evaluation including teaching by the department and the university</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training for solving more exercise sessions <input type="checkbox"/> Workshops to facilitate the exchange of experiences amongst faculty members <input type="checkbox"/> Regular meetings where problems are discussed and solutions given <input type="checkbox"/> Attending professional development conferences <input type="checkbox"/> Training more and more in programming courses <input type="checkbox"/> Periodical revision of the method of teaching and the course outcomes <input type="checkbox"/> Review of annual course assessment <input type="checkbox"/> Comparison of the course content with the similar courses offered in other colleges <input type="checkbox"/> Using modern technologies and methodologies in teaching and providing additional support to students

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)

Samples of students' assignments and exams are collected every semester and reviewed from time to time as per NCAAA and ABET standards.

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

- ☐ Course Report.
- ☐ Department curriculum committee meets in regular basis and recommends revision for improvement.
- ☐ Planning to invite external from other campuses, or universities in same course in same program to evaluate course plane, teaching methods, and assessment process that we have been applying here in our college.

Faculty or Teaching Staff: MD KAFIL UDDIN

Signature:  Date Report Completed: 25th May, 2016

Received by:  Dean/Department Head

Signature: Date: