

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specification
(CS)**

**IS Project Management
14023701-2**

Course Specification

Institution	Umm Al Qura University	Date of Report: 07-1437 / 04-2016
College/Department	College of Computers and Information Systems Information Systems Department	

A. Course Identification and General Information

1. Course title and code:	IS Project Management 14023701-2																						
2. Credit hours:	2 credits																						
3. Program(s) in which the course is offered.	Information Systems, Bachelor of Science																						
4. Name of faculty member responsible for the course:	Dr. Skander Turki																						
5. Level/year at which this course is offered:	Year 3 after preparatory year, level 8																						
6. Pre-requisites for this course (if any):	Software Engineering 1, 14013303-3																						
7. Co-requisites for this course (if any)	None																						
8. Location if not on main campus:	Delivered in the four locations where the Information Systems BSc is given: <ul style="list-style-type: none"> - Al Abidiyya main campus boys section, - Al Zahir main campus girls section, - Al Qunfuda Boys section, - Al Qunfuda Girls section. 																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="100%"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>f. Other</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> </table>			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"/>
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Comments:																							

B Objectives

1. What is the main purpose for this course?

The course exposes students to project management principles and information systems project management practices. The five process groups and nine knowledge areas of the Project Management Institute Body of Knowledge (PMI BOK) are examined in the context of information systems development lifecycle. Methods for managing and optimizing the information system development process are discussed along with techniques for performing each phase of the IS development lifecycle. Portfolio management and the use and application of software project management tools are also introduced.

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)

Continuous review and evaluation of course specifications and students/instructors feedback is planned to continuously improve this course.

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	Contact Hours
Introduction to project management	1	2
Project Management and Information Technology Context	1	2
The project management process groups. A case study: PROJECT MANAGEMENT INTRANET SITE PROJECT	2	2
Project Integration Management	2	2
Project Scope Management	2	2
Project Time Management	2	2
Project Cost Management	2	2
Project Quality Management	2	2
Project Human Resource Management	1	2
Project Risk Management	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	16	0	0	0	0	14
Credit	32	0	0	0	0	28

3. Additional private study/learning hours expected for students per week.	2
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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	Acquire a foundation of project management	Lectures	Midterm, Project, Final Exam
1.2	describe complex issues that can arise when managing IS projects	Lectures, Involve students in short discussions about their understanding of the practical cases presented.	Midterm, Project, Final Exam
2.0	Cognitive Skills		
2.1	Research and analyze what factors are important to the successful implementation of IT projects in the context of particular business strategies	Lectures, Involve students in short discussions about their understanding of the practical cases presented.	Midterm, Project, Final Exam
2.2	Develop and justify practical strategies	Lectures, Involve students in short discussions about their understanding of the practical cases presented.	Midterm, Project, Final Exam
3.0	Interpersonal Skills & Responsibility		
3.1	discuss the social and organizational context of IS projects	Lectures, Involve students in short discussions about their understanding of the practical cases presented.	Project
4.0	Communication, Information Technology, Numerical		
4.1	Apply project management using MS-project	Self-learning	Project
5.0	Psychomotor		
5.1	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	Midterm	Week 8	30%
2	Project	Week 15	20%
3	Final	Week 17	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)

All faculty members are expected to include six weekly office hours. These office hours are displayed in each faculty's schedule and communicated to students.

E. Learning Resources

1. List Required Textbooks
Information Technology Project Management, 7th edition, Kathy Schwalbe, Course Technology Cengage Learning, 2012.

Student Edition:
ISBN-13: 978-1-133-52685-8
ISBN-10: 1-133-52685-3

Instructor's Edition:
ISBN-13: 978-1-133-52687-2
ISBN-10: 1-133-52687-X

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

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

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.

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.)

2. Computing resources (AV, data show, Smart Board, software, etc.)
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
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching
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: Dr. Skander Turki

Signature: _____ Date: 07-1437 / 04-2016