

# Program Specification

## (Bachelor)

| | |
|---|---|
| **Program:** | **Bachelor of Business Administration in Management Information Systems** |
| **Program Code (as per Saudi university ranking):** | **041304** |
| **Qualification Level:** | **Level 6** |
| **Department:** | **Management Information Systems** |
| **College:** | **Faculty of Business Administration** |
| **Institution:** | **University of Tabuk** |
| **Program Specification:** | **New ☐ updated* ☒** |
| **Last Review Date**: | **1444/12/03** |

*Attach the previous version of the Program Specification.

## Table of Contents

## A. Program Identification and General Information

### 1. Program's Main Location:

University of Tabuk, Faculty of Business Administration

### 2. Branches Offering the Program (if any):

NA

### 3. Partnerships with other parties (if any) and the nature of each:

The program benefits from agreements between the University of Tabuk and various relevant entities. These agreements aim to strengthen academic, professional, and societal collaborations.
Agreements:

1. **Agreement with the NEOM Company:**
   - Year: 1440 AH
   - Purpose: Cooperation in the field of supporting joint cooperation opportunities, advisory and training services, and specialized and technical programs.

The agreements aim to maximize the benefits of the partnership's details can be accessed through QR code.

**Scan or Click QR code**

The College of Business Administration actively participates in partnerships and agreements designed to enhance the educational experience for students. Among these are:

2. **Magdeburg UCC SAP:**

A collaboration for hosting SAP workshops and training sessions at Magdeburg University.
SAP software is recognized globally and utilized by over 650 educational institutions to develop technical and professional skills.

### 4. Professions/jobs for which students are qualified

| Code | Profession/Job | Code | Profession/Job |
|---|---|---|---|
| 235906 | Assistant Academic Researcher | 252102 | Database Management Specialist |
| 212004 | Data Analyst | 242117 | Assistant Specialist of Business Intelligence |
| 251204 | Programmer Analyst | 252104 | Database Programmer |
| 242108 | Project Management Specialist | 216201 | Web Designer |

### 5. Relevant occupational/ Professional sectors:

1. Industrial sector.
2. Healthcare sector.
3. Energy and Utilities sector.
4. Manufacturing sector.

5. Information system and Software Development sector.
6. Transportation and Logistics sector.
7. Retail and E-Commerce sector.
8. Government and Public Administration sector.
9. Consulting sector.
10. Telecommunications sector.
11. Marketing and Advertising sector.

| 6. Major Tracks/Pathways (if any): | | |
|---|---|---|
| **Major track/pathway** | **Credit hours** (For each track) | **Professions/jobs** (For each track) |
| NA | | |

| 7. Exit Points/Awarded Degree (if any): | |
|---|---|
| **exit points/awarded degree** | **Credit hours** |
| NA | |

8. Total credit hours: (128)

## B. Mission, Objectives, and Program Learning Outcomes

### 1. Program Mission:

To provide a student-centred education in Management Information Systems, equipping graduates with the knowledge, skills, values, and professional competencies needed to cope with evolving labour market requirements, while promoting research-driven innovations in MIS and social engagement

### 2. Program Goals:

**G1. Students' Development: Provide a student-centred education that equips MIS graduates with the required knowledge, skills, values, and professional competencies**.

Objectives

1.1 Equip students with foundational and specialized knowledge in MIS to address real-world business and technological challenges.

1.2 Provide personalized academic guidance to help students align their learning with professional and career aspirations in MIS.

1.3 Foster ethical awareness and professional values in students to ensure responsible and competent contributions to the MIS field.

1.4 Develop students' proficiency in leveraging digital tools and technologies to analyze data, solve problems, and create innovative MIS solutions.

**G2. Graduate Competence: Graduate MIS cadres equipped to tackle industry challenges and meet labour market demands through modern teaching methods and practical learning**.

Objectives

2.1 Incorporate industry-aligned teaching methods to equip students with the skills to address MIS challenges effectively.

2.2 Provide practical learning experiences through internships and real-world projects to enhance job readiness.

2.3 Continuously update program curricula to meet evolving labor market demands and emerging technology trends.

**G3. Research and Innovation: Promote research-driven innovation by motivating to conduct cutting-edge MIS research.**

Objectives

3.1 Encourage faculty to conduct applied MIS research that addresses program-relevant challenges and supports innovation in the curriculum.

3.2 Provide faculty with resources and incentives to produce high-quality, cutting-edge research in key MIS focus areas.

3.3 Promote collaboration between faculty and industry partners to align research with emerging technological trends and market needs.

3.4 Facilitate the dissemination of MIS research findings through program-led seminars and workshops.

**G4. Social Engagement: Encourage social engagement through community initiatives and partnerships that prepare students to contribute meaningfully to society and the business world**.

Objectives

4.1 Facilitate student participation in community initiatives and industry partnerships to develop skills for meaningful societal contributions.

| **3. Program Learning Outcomes*** | |
|---|---|
| **Knowledge and understanding: By the end of the program, the student will be able to** | |
| K1 | Explain the fundamental principles of Management Information Systems and their role in business decision-making. |
| K2 | Discuss in depth the role of information systems, technology, and programming in shaping organizational processes and business decision-making. |
| K3 | Describe the application of Management Information Systems theories to real-world business cases, with an understanding of their support in operations and strategy. |
| **Skills: By the end of the program, the student will be able to** | |
| S1 | Apply theories and principles of Management Information Systems to enhance creative decision-making |
| S2 | Analyze complex activities in Management Information Systems using advanced techniques and tools to address organizational problems |
| S3 | Develop creative solutions to MIS challenges using critical thinking, research, and software tools. |
| S4 | Communicate effectively, in writing, orally and electronically, to transfer specialized knowledge and skills in management information systems |
| **Values, Autonomy, and Responsibility: By the end of the program, the student will be able to:** | |

| | |
|---|---|
| V1 | Demonstrate professionalism and autonomy in MIS projects, emphasizing teamwork, ethics, and problem-solving |
| V2 | Collaborate effectively in teams by demonstrating responsibility for personal and professional development in the field of Management Information Systems |

* Add a table for each track or exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

| Program Structure | Required/ Elective | No. of courses | Credit Hours | Percentage |
|---|---|---|---|---|
| Institution Requirements | Required | 10 | 26 | 20.3% |
| | Elective | 5 | 13 | 10.2% |
| College Requirements | Required | 6 | 17 | 13.3% |
| | Elective | 1 | 3 | 2.3% |
| Program Requirements | Required | 19 | 57 | 44.5% |
| | Elective | 2 | 6 | 4.7% |
| Capstone Course/Project | Required | 1 | 3 | 2.3% |
| Field Training/ Internship | Required | 1 | 3 | 2.3% |
| Residency year | | | | |
| Others (Free Course) | | | | |
| Total | | 45 | 128 | 100% |

* Add a separate table for each track (if any).

### 2. Program Courses

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| Level 1 | ELS1101 | English (1) | Required | | 3 | Institution |
| | ARAB1101 | Arabic language Skills | Required | | 2 | Institution |
| | EDUF1102 | Critical Thinking Skills and its Contemporary Applications | Required | | 3 | Institution |
| | MATH1101 | Introduction to Mathematics | Required | | 3 | Institution |
| | MGT1101 | Principles of Management | Required | | 2 | Program |
| | LAW1203 | Commercial Law | Elective | | 3 | Institution |
| Level | ELS1102 | English (2) | Required | ELS1101 | 3 | Institution |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| 2 | CID1101 | Communication Skills | Required | | 2 | Institution |
| | ISLS1101 | Islamic Culture Between Tradition and Modernity | Required | | 2 | Institution |
| | STAT1101 | Introduction to Statistics | Required | | 3 | Institution |
| | CSC1101 | Introduction to Computing | Required | | 3 | Institution |
| | ACCT1101 | Principles of Accounting (1) | Required | | 3 | College |
| | MIS1101 | Management Information Systems | Required | MGT1101 | 3 | Program |
| Level 3 | ISLS1201 | Ethics and Civilizational values in Islam | Required | ISLS1101 | 2 | Institution |
| | ACCT1201 | Principles of Accounting (2) | Required | ACCT1101 | 3 | College |
| | FIN1201 | Principles of Financial Management | Required | ACCT1101 | 3 | College |
| | FIN1202 | Principles of Microeconomics | Required | | 3 | College |
| | MKT1201 | Principles of Marketing | Required | | 3 | College |
| | CSC1252 | Principles of Programming (1) | Required | | 3 | Program |
| Level 4 | FIN1205 | Principles of Macroeconomics | Required | FIN1202 | 3 | College |
| | MIS 1201 | Database Systems | Required | | 3 | Program |
| | MIS 1202 | E-commerce | Required | MIS 1101 | 3 | Program |
| | CSC1253 | Principles of Programming (2) | Required | CSC1252 | 3 | Program |
| | CSC1251 | Introduction to Applications of Intelligence Artificial (Elective General Preparation -Technical) | Elective | | 3 | Institution |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | ARAB1251 | Academic writing (Elective General Preparation -Languages | Elective | | 3 | Institution |
| Level 5 | MGT1304 | Production and Operations Management | Required | MGT1101 | 3 | Program |
| | MIS1301 | System Analysis and Design (1) | Required | MIS1201 | 3 | Program |
| | MIS1302 | Programming for Business | Required | CSC1253 | 3 | Program |
| | GEEC1251 | Digital Citizenship (Elective General Preparation-Culture and Humanities) | Elective | | 2 | Institution |
| | CIT1351 | Principles of Computer Networks | Required | | 3 | Program |
| | CE xxx | College elective Course | Elective | | 3 | College |
| Level 6 | MGT1307 | Strategic Management | Required | MGT1101 | 3 | Program |
| | MIS 1303 | Business Intelligent Systems | Required | MIS 1201 | 3 | Program |
| | MIS 1304 | System Analysis and Design (2) | Required | MIS 1301 | 3 | Program |
| | EDUF1251 | Introduction to Scientific Research (Elective General Preparation-Professional and Personal) | Elective | | 2 | Institution |
| | CIT1251 | Web Design | Required | | 3 | Program |
| | MIS*** | Elective- Program | | | | Program |
| Level 7 | MIS1401 | IT Project Management | Required | MIS 1303 | 3 | Program |
| | MIS1402 | Enterprise Resource Planning systems | Required | MIS 1101 | 3 | Program |
| | MIS 1403 | Decision Support Systems | Required | MIS 1303 | 3 | Program |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | MIS 1404 | Business Modeling and Simulation | Required | MIS 1301 | 3 | Program |
| | MIS 1498 | Project | Required | Complete 104 hours | 3 | Program |
| Level 8 | MIS1495 | Internship | Required | Complete 116 hours | 3 | Program |
| | CIT1471 | Information Security | Required | | 3 | Program |
| | MIS*** | Elective- Program | | | 3 | Program |
| Program Elective Courses | MIS 1307 | Human Resource Information Systems | Elective | MIS1201 | 3 | Program |
| | MIS 1305 | Strategic Information Systems | Elective | MIS1201 | 3 | Program |
| | MIS 1306 | Knowledge Management | Elective | MIS1201 | 3 | Program |
| | MIS 1405 | Special Topics in MIS | Elective | MIS1201 | 3 | Program |
| | MIS1406 | Social and Ethical Issues in Information Systems | Elective | MIS1201 | 3 | Program |
| College Elective Courses | ACCT1302 | Cost accounting | Elective | ACCT1201 | 3 | College |
| | MGT1303 | Human Resources Management | Elective | MGT1101 | 3 | College |
| | MGT1201 | Organizational Behavior | Elective | MGT1101 | 3 | College |
| | FIN1203 | Principles of investment | Elective | FIN1201 | 3 | College |
| | MKT1305 | Marketing Management | Elective | MKT1201 | 3 | College |
| | MGT 1403 | Entrepreneurship | Elective | MGT1101 FIN1101 | 3 | College |
| Institution Elective Courses | LAW1203 | Commercial Law (Elective General Preparation - Natural & Social Science) | Elective | | 3 | Institution |
| | ARAB1251 | Academic writing (Elective General Preparation -Languages) | Elective | | 3 | Institution |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | CSC1251 | Introduction to Applications of Intelligence Artificial (Elective General Preparation -Technical) | Elective | | 3 | Institution |
| | THM1251 | Digital Citizenship (Elective General Preparation-Culture and Humanities) | Elective | | 2 | Institution |
| | EDUF1251 | Introduction to Scientific Research (Elective General Preparation-Professional and Personal) | Elective | | 2 | Institution |

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

### 3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

Scan or Click QR code

### 4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance *(I = Introduced & P = Practiced & M = Mastered).*

| Course code & No. | Program Learning Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Knowledge and understanding | | | Skills | | | | Values, Autonomy, and Responsibility | |
| | K1 | K2 | K3 | S1 | S2 | S3 | S4 | V1 | V2 |
| ELS1101 | | | | | | | I | I | I |
| ARAB1101 | | | | | | | I | I | |
| EDUF1102 | | | I | | I | I | | | I |
| MATH1101 | | I | | | | I | | | I |
| MGT1101 | I | | | I | | | I | I | |
| LAW1203 | | | | | | | I | I | I |
| ELS1102 | | | | | | | | I | I |
| CID1101 | | | | | | | I | I | |
| ISLS1101 | | | | | | | | I | I |
| STAT1101 | | I | | | | I | | | I |
| CSC1101 | | I | I | I | | I | | I | |
| ACCT1101 | | | I | | | I | | I | |
| MIS1101 | I | I | I | I | | | | I | |
| ISLS1201 | | | | | | | | I | I |
| ACCT1201 | | | I | | | I | | I | |
| FIN1201 | | | I | | | I | | I | |
| FIN1202 | | | I | | | I | | I | |
| MKT1201 | I | | | I | | | I | I | |
| CSC1252 | I | | I | I | I | I | | | |
| FIN1205 | | | I | | | I | | I | |
| MIS 1201 | I | | I | I | I | | | I | |
| MIS 1202 | I | I | I | | I | I | | I | |
| CSC1253 | I | I | | I | I | | I | | I |
| CSC1251 | | | | | | | | I | I |
| ARAB1251 | | | | | | | I | I | |
| MGT1304 | | | P | | P | P | | | P |
| MIS1301 | P | P | | P | P | | P | | P |
| MIS1302 | P | P | | P | P | | P | | P |
| GEEC1251 | | | | | | | I | I | |
| CIT1351 | | P | P | P | P | | | | P |
| MGT1307 | | | P | | P | P | | | P |
| MIS 1303 | | P | P | | | P | P | | P |
| MIS 1304 | P | P | | P | P | | P | | P |
| EDUF1251 | P | | | | P | P | | | P |
| CIT1251 | P | P | | P | P | | P | | P |
| MIS1401 | M | | | M | M | M | M | M | |
| MIS1402 | | M | | M | M | M | M | | M |
| MIS 1403 | | M | M | M | M | | M | M | |

| Course code & No. | Program Learning Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Knowledge and understanding | | | Skills | | | | Values, Autonomy, and Responsibility | |
| | K1 | K2 | K3 | S1 | S2 | S3 | S4 | V1 | V2 |
| MIS 1404 | | | M | M | M | M | | M | M |
| MIS 1498 | | | M | | M | M | | M | M |
| CIT1471 | | M | M | | M | M | M | | M |
| MIS1495 | M | M | M | M | M | M | M | M | M |

* Add a separated table for each track (if any).

## 5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

| | Program learning Outcomes | Teaching and learning strategies |
|---|---|---|
| **Knowledge and understanding: By the end of the program, the student will be able to:** | | |
| **K1** | Explain the fundamental principles of Management Information Systems and their role in business decision-making. | • Lecture<br>• Discussion<br>• Case Study<br>• Brainstorming |
| **K2** | Discuss in depth the role of information systems, technology, and programming in shaping organizational processes and business decision-making. | |
| **K3** | Describe the application of Management Information Systems theories to real-world business cases, with an understanding of their support in operations and strategy. | |
| **Skills: By the end of the program, the student will be able to** | | |
| **S1** | Apply theories and principles of Management Information Systems to enhance creative decision-making | • Lecture<br>• Project-based learning<br>• Self-learning<br>• Discussion<br>• Case Study Discussion<br>• Brainstorming<br>• Laboratory Work |
| **S2** | Analyze complex activities in Management Information Systems using advanced techniques and tools to address organizational problems | |
| **S3** | Develop creative solutions to MIS challenges using critical thinking, research, and software tools. | |
| **S4** | Communicate effectively, in writing, orally and electronically, to transfer specialized knowledge and skills in management information systems | |
| **Values, Autonomy, and Responsibility: By the end of the program, the student will be able to:** | | |

| | | |
|---|---|---|
| **V1** | Demonstrate professionalism and autonomy in MIS projects, emphasizing teamwork, ethics, and problem-solving | • Project based learning<br>• Case study discussion |
| **V2** | Collaborate effectively in teams by demonstrating responsibility for personal and professional development in the field of Management Information Systems | |

The Management Information Systems (MIS) program employs a diverse array of student-centric teaching and learning strategies to equip learners for the dynamic nature of the business world. This inclusive strategy integrates a variety of techniques as outlined in the preceding table. Each method is carefully chosen to align with specific course objectives, which are in harmony with the Program Learning Outcomes (PLOs), ensuring a comprehensive educational journey.
Furthermore, the MIS program encourages involvement in extracurricular activities, acknowledging their vital contribution to enhancing academic pursuits. These activities, which include sports, community service, professional training, and academic clubs, play a crucial role in developing interpersonal skills and behaviors, thus enriching the overall student experience. The growing link between active participation in these activities and improvements in academic success and career opportunities highlights their relevance in today's educational environment.

## 6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.
The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

The program pursues the widely adopted measures of Constructive Alignment (Biggs & Tang, 2011) to ensure consistency between Course Learning Outcomes "CLOs", Teaching Strategies and Assessment Methods. In this vein, Course Specifications are envisioned here as an organizing framework to aid the development of constructive alignment, thus making the program contained constructively aligned courses that contribute to the achievement of Program Learning Outcomes (PLOs). Therefore, each Course Specifications was scrutinized to ensure the following assessment methods:
Direct assessment: the nature of this assessment would require students to use knowledge, skills and value they have acquired during the course to provide evidence of meaningful achievement of CLOs. This involves summative assessments through examination process and continuous formative assessment via quizzes, assignments, class discussions and oral presentation.
Indirect assessment: is monitored by the university's centralized surveys (Alumni survey Employer survey Program evaluation survey) to derive students' perceptions and opinions about the quality of their academic participations in each module. The outcome of this assessment is considered as a means for closing the loop, that is, making necessary adjustments to teaching and assessment strategies to ensure that they are fit to deliver on CLOs.

| | Program learning Outcomes | Assessment Methods |
|---|---|---|
| **Knowledge and understanding: By the end of the program, the student will be able to:** | | |
| **K1** | Explain the fundamental principles of Management Information Systems and their role in business decision-making. | • Written Examinations<br>• Assignment |
| **K2** | Discuss in depth the role of information systems, technology, and programming in shaping organizational processes and business decision-making. | |
| **K3** | Describe the application of Management Information Systems theories to real-world business cases, with an understanding of their support in operations and strategy. | |
| **Skills: By the end of the program, the student will be able to** | | |
| **S1** | Apply theories and principles of Management Information Systems to enhance creative decision-making | • Written Examinations<br>• Project based Assignment<br>• Assignments<br>• Project<br>• Case study<br>• Lab Exam |
| **S2** | Analyze complex activities in Management Information Systems using advanced techniques and tools to address organizational problems | |
| **S3** | Develop creative solutions to MIS challenges using critical thinking, research, and software tools. | |
| **S4** | Communicate effectively, in writing, orally and electronically, to transfer specialized knowledge and skills in management information systems | |
| **Values, Autonomy, and Responsibility: By the end of the program, the student will be able to:** | | |
| **V1** | Demonstrate professionalism and autonomy in MIS projects, emphasizing teamwork, ethics, and problem-solving | • Project<br>• Case study |
| **V2** | Collaborate effectively in teams by demonstrating responsibility for personal and professional development in the field of Management Information Systems | |

## D. Student Admission and Support:

### 1. Student Admission Requirements

Program Admission Requirements

1. Educational Qualification:
   Applicants must hold a secondary school certificate or an equivalent qualification obtained either within or outside the Kingdom.
2. Certificate Equivalency:
   Certificates obtained from outside the Kingdom must be validated by the Equivalence Committee of the Ministry of Education.

3. Mode of Study:
   Secondary school studies must have been completed through regular (full-time) study.
4. Time Limit for Certificate Validity:
   The secondary school certificate must not be older than five years, specifically issued in 1439 A.H. - 1440 A.H. or later, unless exceptions apply to health specializations.
5. Age Limit:
   Applicants must not exceed 25 years of age at the time of application (i.e., born in 1998 or later).
6. Academic Outcomes Test:
   - Applicants must achieve a minimum score of 50% in the academic outcomes test.
   - The score available at the time of application will be considered.
7. General Aptitude Test:
   - A minimum score of 50% in the General Aptitude Test is required.
   - The score available at the time of application will be accepted.
8. Validity of Test Scores:
   The validity period for both the General Aptitude Test and academic outcomes test scores is five years.
9. Previous Academic Record:
   Applicants must not have an active academic record at Tabuk University during the preceding four semesters.
10. Disciplinary Record:
    Applicants must not have been academically or disciplinarily dismissed from Tabuk University or any other university.
11. Duplicate Admissions:
    Applicants must not currently be accepted or registered for the same degree at Tabuk University or any other university.
12. Accuracy of Information:
    Applicants are fully responsible for the accuracy of the information provided. Admission will be nullified if any discrepancies are found.
13. Follow-Up Responsibility:
    Applicants must regularly follow admission updates and procedures through the university's official website and social media channels.

Admission requirements guide for the MIS Bachelor's Program for the academic year 1445

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## 2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

A new students orientation program for the Management Information Systems (MIS) department at the Faculty of Business Administration. The orientation involves several key components to ensure incoming students are well-informed and prepared.

- ❖ Overview

1. Welcome Address
   - Introduction to the MIS Department and its significance in the college.
   - Brief overview of the orientation schedule.

- ❖ Academic Introduction

2. Introduction to Faculty
   - Meet and greet the department faculty and staff.
   - Overview of their backgrounds and areas of expertise.
3. Curriculum Overview
   - Detailed explanation of the MIS program curriculum.
   - Highlight key courses, electives, and specialization tracks available.
4. Advising and Registration
   - Guidance on course selection and semester planning.
   - Introduction to the academic advising process and resources.

- ❖ Resources and Support Services

5. Library and Research Resources
   - Tour of the university library and its digital resources relevant to MIS.
   - Introduction to research support services available to students.
6. Technology Services
   - Overview of campus IT services, including email, Wi-Fi, and student portals.
   - Guidance on accessing and utilizing software relevant to MIS studies.

- ❖ Career and Professional Development

7. Career Opportunities
   - Presentation on career paths in MIS and related fields.
8. Professional Development
   - Workshops on resume building, interview skills, and networking.
   - Overview of professional organizations and clubs related to MIS and the college.

- ❖ Student Life and Engagement

9. Student Organizations

- Introduction to student clubs and organizations within MIS and the college.
- Overview of activities, events, and networking opportunities.

10. Campus Life
    - Information on campus facilities, student services, and extracurricular activities.
    - Guidance on maintaining a work-life balance and making the most of college life.

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### 3. Student Counseling Services

(Academic, professional, psychological and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

1. Academic Advising Structure:
   The college has an established Academic Advising Unit, while each program operates its own Academic Advising Committee to oversee student guidance and support.
2. Office Hours:
   Faculty members dedicate 10 hours per week to student advising and support. These hours are formally scheduled to ensure accessibility for all students.
3. Faculty-Student Assignment:
   Each teaching staff member is assigned a group of students from the department and is responsible for providing them with academic guidance and personalized advice.
4. Student Awareness:
   Students are informed of faculty office hours and provided with the necessary contact information for their course instructors to facilitate effective communication.
5. Individual and Group Meetings:
   Academic advisors hold both individual and group meetings with their assigned students to address their academic and personal concerns comprehensively.
6. Career Preparation Training:
   Training sessions are organized for prospective graduates to equip them with the skills and knowledge needed to successfully transition into the job market.

7. Orientation for New Students:
   Introductory sessions are conducted for new students to familiarize them with program regulations, academic guidelines, and available resources.
8. Leadership Support:
   The Department Head and Department Supervisor actively respond to individual student inquiries and provide personalized support as needed.
9. Extracurricular Activities Guidance:
   Academic advisors guide students interested in extracurricular activities to the Student Activities Unit to explore and participate in available opportunities.
10. Psychological and Social Counseling:
    Specialized psychological and social counseling services are available at the college and university levels. These services are offered upon a confidential request from an academic advisor, ensuring students receive the necessary support tailored to their specific needs.

### 4. Special Support

(Low achievers, disabled, gifted, and talented students).

The college Student Advising Unit and the department student advisory committee established a standardized advisory framework within the college and departments to ensure consistency and enhance the quality of the advising process in the Faculty of Business Administration. This structured approach promotes effective communication and supports students in achieving their academic goals.

1. Monitoring Academic Progress:
   The Student Advisory Committee in MIS department is tasked with maintaining regular communication between advisors and students, particularly in cases of declining academic performance. Indicators such as grades, homework submissions, and attendance are closely monitored.
   - Advisors collect and evaluate students' progress twice per academic semester by reviewing their lecture performance and categorizing students based on their needs.
   - This categorization allows advisors to provide tailored guidance and support, ensuring that each student receives the appropriate level of assistance.
2. Personalized and Group Advising:
   - Group and General Advising: These practices are commonly conducted to address broad student needs.
   - Individual Advising: Each student is also provided with one-on-one sessions to delve deeper into their unique challenges. During these interactions, advisors assess the student's psychological well-being and identify potential factors

contributing to underperformance, such as anxiety, personal issues, or family pressures.

- Advisors work with the student to develop and monitor a personalized improvement plan over the academic semester.

3. Support for High Achievers:
   Talented, gifted, and high-achieving students are encouraged to engage with their advisors in specialized settings.
   - These students often exhibit qualities such as maturity, confidence, and a strong commitment to their goals.
   - Advisors offer individualized guidance tailored to their specific needs, recognizing that their requirements and perception of assistance differ from those of other students.
4. Special Needs Services:
   The Student Advising Unit is encouraged to align with the special needs services available at the college. Advisors play a critical role in ensuring that students with special needs can effectively participate in the academic program by leveraging these services.
   - In the MIS Program, faculty members are urged to include these services in their course syllabi and provide a safe space during office hours to privately address special needs cases.
   - The unit offers support to ensure inclusivity, helping students with special needs access resources and succeed academically.

## E. Faculty and Administrative Staff:

### 1. Needed Teaching and Administrative Staff

| Academic Rank | Specialty | | Special Requirements / Skills (if any) | Required Numbers | | |
|---|---|---|---|---|---|---|
| | General | Specific | | M | F | T |
| Professor | MIS | MIS | | 2 | 2 | 4 |
| Associate Professor | MIS | MIS<br>Computer Science | | 3 | 3 | 6 |
| Assistant Professor | MIS | MIS | | 4 | 5 | 9 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Computer | | | | |
| Lecturer | MIS | MIS<br>Computer Science | | 2 | 3 | 5 |
| Teaching Assistant | MIS | MIS | | 3 | 3 | 6 |
| Technicians and Laboratory Assistant | Computer | Computer | | 1 | 1 | 2 |
| Administrative and Supportive Staff | Secretaria t | Secretariat | | 1 | 1 | 2 |
| Others (specify) | | | | | | |

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

Resources Required for the Program

1. Course References:
   The course coordinator, in collaboration with faculty members, identifies and updates the essential reference materials for each course, including textbooks, online resources, and academic websites.
2. Library Coordination:
   The program head works closely with the university library to ensure the availability of required books and other learning resources.
3. Faculty-Provided Resources:
   Faculty members include links to their personal academic websites and relevant supplementary materials in their course plans.
4. E-Learning Integration:
   Faculty members upload lecture materials and course content to the university's e-learning platform (Blackboard), ensuring accessibility for all students.
5. Regular Resource Updates:
   Reference books and materials are reviewed periodically to align with current advancements and labor market demands.

6. Electronic Library Access:
   The university offers an electronic library accessible through students' personal portals. This resource provides a vast collection of digital books, journals, and research materials.
7. Digital Library Training:
   Students receive training on how to use the university's digital library through workshops and courses organized by the Deanship of Library Affairs.
8. E-Learning Support:
   The Deanship of E-Learning offers comprehensive guides and training sessions to help students and faculty maximize the benefits of electronic learning resources.

## 2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

The Administrative Director collaborates with the Academic Affairs of the college to ensure the availability and preparedness of essential facilities at the start of each semester. This includes:

1. Facility Readiness:
   - Ensuring that classrooms and laboratories are adequately prepared for use, equipped with the necessary technologies and tools.
   - Assessing the condition of facilities and identifying any maintenance needs.
2. Maintenance and Reporting:
   - Evaluating the facilities' functionality and submitting detailed reports to the relevant department to address any required repairs or upgrades promptly.
3. Facilities Provided:
   - Classrooms: Fully equipped with modern educational technologies to enhance the learning experience.
   - Computer Laboratories: Outfitted with up-to-date hardware and software to meet academic and research requirements.
   - Faculty Library: Stocked with resources and equipped with a conducive environment for study and research.

## 3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

Not applicable

## G. Program Quality Assurance:

### 1. Program Quality Assurance System

Provide a link to quality assurance manual.

Scan or Click QR code

### 2. Procedures to Monitor Quality of Courses Taught by other Departments

Individual course reports
Course reports are used to assess the program on the basis of following considerations:
1-Course evaluations are done for each course. Students are given a chance to evaluate their respective courses.
2- Faculty members make recommendations on the basis of evaluation results.
3- Faculty members enlist the difficulties experienced in using the teaching strategies and suggests actions to deal with those difficulties.
4- There is an action plan table, which is used for the improvements in next semester/year. 5- The necessary solutions to the obstacles (mentioned in the priorities for improvement in the course report) are reflected in the course specification for the next semester.
5- For examinations, instructors prepare the questions on the basis of course learning outcome for the courses and results are submitted to the academic affairs unit.
6- All comments in the course reports are reviewed and followed up for solutions.

Completion rate analysis:
The Quality Committee revises and analyzes students' results to ensure the achievement of CLOs, which in turn affects the achievement of PLOs:
a. The individual Course Report provides the information about the pass percentage of the students for the respective course.
b. Completion rate is considered acceptable if students average grades in questions measuring that CLO are 60% or above.
c. A PLO is considered as achieved if CLOs of different courses covering that CLO are achieved (Depending on the CLOs measurement mechanism and the program evaluation matrix "RUBRICS").

d. The program carries out the necessary comparisons of completion rates and develops the necessary actions if needed.

### 3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

There are no branches for the program.

The program treats both the male and female sections equally and ensures quality assurance through the following procedures:

1. Unified Organizational Structure:
   A single organizational framework for quality assurance is established and applied across both sections.
2. Defined Roles and Responsibilities:
   Specific tasks and responsibilities are clearly assigned to ensure accountability and effective implementation.
3. Supervised Implementation:
   A designated program coordinator oversees the execution of program activities and ensures alignment across sections.
4. Standardized Evaluation Tools:
   Unified evaluation tools are employed in both sections to maintain consistency and fairness.
5. Course Coordinators:
   Each course has a coordinator responsible for monitoring the implementation of assessment tools and teaching strategies.
6. Approved Program Description:
   The program operates based on an officially approved description that guides its objectives and outcomes.
7. Approved Course Descriptions:
   All courses have standardized, approved descriptions to ensure uniformity in delivery and assessment.
8. Unified Exams:
   - Final and periodic exams are standardized across all sections and divisions for each course.
   - Exam schedules for final and periodic tests are unified across sections.

### 4. Assessment Plan for Program Learning Outcomes (PLOs),

Scan or Click QR code

### 5. Program Evaluation Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|---|---|---|---|
| Program Leadership | Students - Faculty | Surveys | End of academic year |
| Effectiveness of teaching | Students | Surveys | End of semester |
| | Faculty | Surveys, Course reports | End of semester |
| Effectiveness of assessment | Students | Surveys | End of semester |
| | Faculty | Course reports | End of semester |
| | Independent reviewers | Independents reviewers report | During academic year |
| Learning resources | Students - Faculty | Surveys | End of semester |
| | Independent reviewers | Independents reviewers report | Beginning of academic year |
| Extent of achieving learning outcomes for the course | Faculty | Outcomes learning Measurement Report | End of semester |
| Services | Students - Faculty | Surveys | End of academic year |
| Learning strategies | Independent reviewers | Independents reviewers report | Beginning semester |
| Evaluation of the effectiveness of field experience | Graduate students | Survey | End of semester |
| Evaluation of the performance of faculty members | Program leaders | Evaluation form | End of the academic year |
| Evaluation of the academic advise | Students | Surveys | End of semester |
| Evaluation of the equipment | Students | Surveys | End of semester |
| | Faculty | Surveys, Course reports | End of academic year |

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.
**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)
**Evaluation Time** (e.g., beginning of semesters, end of the academic year, etc.)

### 6. Program KPIs*

The period to achieve the target (1-2) year(s).

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 1 | KPI-P-01 | Students' Evaluation of Quality of learning experience in the Program | 4.6 | Survey | End of the academic year |
| 2 | KPI-P-02 | Students' evaluation of the quality of the courses | 4.5 | Survey | End of the academic year |
| 3 | KPI-P-03 | Completion rate | 71% | Formula | End of the academic year |
| 4 | KPI-P-04 | First-year students retention rate | % 99 | Formula | End of the academic year |
| 5 | KPI-P-05 | Students' performance in the professional and/or national examinations | 80% | Formula | End of the academic year |
| 6 | KPI-P-06 | Graduates' employability and enrolment in postgraduate programs | Graduates' employability 60% and post Graduate 10% | Formula | End of the academic year |
| 7 | KPI-P-07 | Employers' evaluation of the program graduates proficiency | 4.5 | Survey | End of the academic year |
| 8 | KPI-P-08 | Ratio of students to teaching staff | 1:30 | Formula | Beginning of the academic year |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 9 | KPI-P-09 | Percentage of publications of faculty members | 65% | Formula | End of the academic year |
| 10 | KPI-P-10 | Rate of published research per faculty member | 2:5 | Formula | End of the academic year |
| 11 | KPI-P-11 | Citations rate in refereed journals per faculty member | 1:9 | Formula | End of the academic year |

* including KPIs required by NCAAA

### H. Specification Approval Data:

| | |
|---|---|
| **Council / Committee** | Management Information Systems Department Council |
| **Reference No.** | 11 |
| **Date** | 3-12-1444 |