



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

<b>Course Specifications (CS)</b>	
<b>Course Title:</b>	<b>BUS 302 - International Business Law</b>
<b>Last Update:</b>	December 2013



## Course Specifications

Institution	Date of Report
<i>Al Yamamah University</i>	<i>30 December 2013</i>
College/Department Collage of Business Administration (COBA)	

### A. Course Identification and General Information

1. Course title and code:			
<i>International Business Law, BUS 302</i>			
2. Credit hours			
<i>3 credit hours</i>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
<i>BBA Program</i>			
4. Name of faculty member responsible for the course			
<i>Mr. Abdullah Barakat</i>			
5. Level/year at which this course is offered			
<i>Level 3</i>			
6. Pre-requisites for this course (if any)			
<i>BUS 301: International Business</i>			
7. Co-requisites for this course (if any)			
<i>N/A</i>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text" value="*"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. Other	<input type="text"/>	What percentage?	<input type="text"/>



Comments:



## B Objectives

1. What is the main purpose for this course?

- *To examine the legal organization of the international community, international legal aspects of trade, development, and economic cooperation; as well as international technical, social and cultural cooperation.*
- *To examine the resolution of international disputes through litigation and arbitration, and the role of international lawyers and the ethical rules which apply to them.*
- *To introduce the international legal order: customary international law, treaties, and the extraterritorial application of domestic law; international institutions such as the WTO and IMF, and issues of international taxation.*
- *To gain substantive knowledge in the areas of foreign investment, international trade in goods, international regulation of financing, the multinational enterprise, and other topics related to international business.*

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)

*Students get the power point slides used to deliver lectures every week from the YU Learning Management System (LMS) where they use a special LMS course specific key to access the material. Reading materials are assigned to students.*



**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
<i>Introduction to International Law: Customary International Law Treaties Extraterritoriality</i>	<i>1</i>	<i>3</i>
<i>Legal Environment of International Business:  The Rule of Law and Role of Business Legal Framework: Public International Law Managing Key Global Issues International Litigation International Arbitration Transnational Lawyering International Chamber of Commerce Case: Union Carbide Corp. at Bhopal</i>	<i>1</i>	<i>3</i>
<i>International Financial and Economic Institutions: World Trade Organization (WTO) International Monetary Fund (IMF) World Bank</i>	<i>1</i>	<i>3</i>
<i>European Union: Supranational Law EU as Law Maker: Competition Law Development of Trade Areas</i>	<i>1</i>	<i>3</i>
<i>International Trade in Goods and Services: Commercial Terms Negotiable Bills of Lading Force Majeure, Frustration and Excuse Strict Compliance and the Risk of Error Enjoining Payments of Letters of Credit for Fraud Standby Letters of Credit Electronic Commerce Distributorships and Counter-trade 1994 General Agreement on Tariffs &amp; Trade Multilateral Trade Agreements History of Contemporary Int'l Trade Law</i>	<i>1</i>	<i>3</i>



<i>Direct Foreign Investment: Laws and Codes; Barriers to DFI Supervision of Foreign Investment Securities Regulations &amp; Enforcement Deciding to Invest: Risk Analysis Investing in the European Union Foreign Investment under NAFTA</i>	<i>1</i>	<i>3</i>
<i>Transfer of Technology: Protection of Intellectual Property Patent &amp; Know-How Licensing; Antitrust Franchise and Trademark Licensing Pirated and Gray Market Goods Int'l Intellectual Property Organizations Intellectual Property Treaties Copyright Protection</i>	<i>1</i>	<i>3</i>
<i>Dispute Settlement: Diplomacy International Tribunals Choosing the Governing Law Immunities of States from Jurisdiction of Municipal Courts Refusal to Exercise Jurisdiction Proving Foreign Law Recognition of Foreign Judgments</i>	<i>1</i>	<i>3</i>
<i>Major Legal Traditions: Civil Law Japanese Law Chinese Legal Traditions Islamic Law The Law Merchant</i>	<i>1</i>	<i>3</i>
<i>Mergers and Acquisitions: Securities Law Antitrust Exxon-Florio Privatization</i>	<i>1</i>	<i>3</i>
<i>Agency and Distributorship Agreements: Termination Exclusivity Tax</i>	<i>1</i>	<i>3</i>
<i>GATT Rules: Tariff Binding Most Favored Nation National Treatment Transparency Safeguards Subsidies and Countervailing Duties Anti-Dumping Standards and other Non-Tariff Barriers</i>	<i>1</i>	<i>3</i>



<i>Other Issues:</i> <i>Joint Ventures</i> <i>Loan Agreements</i> <i>Expropriations</i> <i>Concession Agreements</i>	<i>1</i>	<i>3</i>
--	----------	----------

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3 hours	N/A	N/A	N/A	N/A	<i>45 hours</i>
Credit	3 hours					<i>3 hours</i>

3. Additional private study/learning hours expected for students per week.	<input type="text" value="2"/>
5 weekly office hours for consultation and student academic advising	

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
<ul style="list-style-type: none"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned</li> </ul>

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	<b>Knowledge</b>		
1.1	<ul style="list-style-type: none"> <li>▪ <i>Study of international environment and its impact on business behavior: cultural, social, economic and institutional factors; major functions of international business; export and import trade, foreign investment, production and marketing operations; theoretical principles, government policies, business practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Learning activities include lectures, case studies, research projects and team efforts. Students are expected to read the textbooks or other assigned reading outside of and before each class, and to participate in the critical evaluation of the material through small-group and class discussion.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Methods for assessment of knowledge acquired are varied, including:</i></li> <li>▪ <i>Class participation</i></li> <li>▪ <i>Group discussion</i></li> <li>▪ <i>Presentation</i></li> <li>▪ <i>Individual and group assignments</i></li> <li>▪ <i>Quizzes</i></li> <li>▪ <i>Mid-term and final exams</i></li> <li>▪ <i>Project report</i></li> </ul>
1.2			
2.0	<b>Cognitive Skills</b>		
2.1	<ul style="list-style-type: none"> <li>▪ <i>The capacity to identify different perspectives, theories and models potentially relevant to business and to appraise their strengths and weaknesses.</i></li> <li>▪ <i>The capacity to apply theories, models and analytical techniques derived from the core courses to a range of situations and problems.</i></li> <li>▪ <i>The ability to choose appropriate techniques and models applicable to a given subject matter or area of application.</i></li> <li>▪ <i>The capacity to be aware of the limitations of existing knowledge and understanding and to recognise the relevance of developing new approaches to situations and problems.</i></li> <li>▪ <i>The capacity to formulate persuasive solutions to problems that take into account the range of views of organisational stakeholder.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Class discussion</i></li> <li>▪ <i>Real life business case studies</i></li> <li>▪ <i>Role playing</i></li> <li>▪ <i>Field trips</i></li> <li>▪ <i>Research projects</i></li> <li>▪ <i>Team efforts</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Presentation</i></li> <li>▪ <i>Individual and group assignments</i></li> <li>▪ <i>Quizzes</i></li> <li>▪ <i>Projects</i></li> </ul>
2.2			
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		





3.1	<ul style="list-style-type: none"> <li>▪ <i>Actively seeking and giving feedback during classroom discussion</i></li> <li>▪ <i>Building effective relationships with others and presents ideas persuasively and confidently</i></li> <li>▪ <i>Ability to work collaboratively with team members</i></li> <li>▪ <i>Ability to present facts and ideas confidently</i></li> <li>▪ <i>Demonstrating leadership qualities by being visible among the students.</i></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Class discussion</i></li> <li>▪ <i>Presentation</i></li> <li>▪ <i>Role playing</i></li> <li>▪ <i>Field trips</i></li> <li>▪ <i>Group projects</i></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Presentation</i></li> <li>▪ <i>Individual and group assignments</i></li> <li>▪ <i>Projects</i></li> </ul>
3.2			
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	<ul style="list-style-type: none"> <li>▪ <i>The ability to communicate effectively in oral and written English.</i></li> <li>▪ <i>The ability to effectively search the web using top rated search engines and verified searching techniques.</i></li> <li>▪ <i>The ability to access databases made available by the university library and other e-learning resources.</i></li> <li>▪ <i>The ability to use the Al-Yamamah University information systems, such as: Students' email system, Students' Absence system (EDUGATE), LMS, Al-Yamamah Electronic Community (YEC), and e-registry.</i></li> <li>▪ <i>Presenting and expressing ideas numerically using various mathematical and statistical techniques.</i></li> <li>▪ <i>The ability to understand fundamental numerical and mathematical applications.</i></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Class discussion</i></li> <li>▪ <i>Group projects</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Class participation</i></li> <li>▪ <i>Group discussion</i></li> <li>▪ <i>Presentation</i></li> <li>▪ <i>Individual and group assignments</i></li> <li>▪ <i>Quizzes</i></li> <li>▪ <i>Mid-term and final exams</i></li> <li>▪ <i>Project report</i></li> </ul>
4.2			
5.0	<b>Psychomotor</b>		
5.1	NA	NA	NA
5.2			

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write



<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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	<i>Assignment</i>	2	5 %
2	<i>Quiz</i>	3	10%
3	<i>Assignment</i>	5	5%
4	<i>Quiz</i>	7	10%
5	<i>Midterm</i>	9	20%
6	<i>Group project</i>	12	10%
7	<i>Final Exam</i>	16-17	40%



#### 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)

*Instructors must have five hours each week available for consultation and student academic advising.*

#### E. Learning Resources

1. List Required Textbooks

1. *Daniels, International Business: Environments and Operations., 14<sup>th</sup> ed. Prentice Hall 2012*
2. *Ball, International Business: The Challenge of Global Competition, 13<sup>th</sup> ed. McGraw-Hill 2012*

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

3. *Hill, International Business: Competing in a Global Marketplace, 7<sup>th</sup> ed. McGraw-Hill 2008*

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

*Students are referred to the University library for, official government reports, specialized Journals and Periodicals.*

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

*Internet-based materials are recommended depending on the subject of the study. Students prepare for their classes, get assignments through the YU Learning Management System (LMS)*

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

*YU library subscribes to a number international data sources. Instructors can access these websites and advise students to access them too.*



## 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.)  <i>YU standard class room has seats to accommodate 25 students. Every room has wide widows, centrally air conditioned, has a remotely controlled electronic projector and a white board and markers for writing.</i>
2. Computing resources (AV, data show, Smart Board, software, etc.)  <i>Every instructor is given a lap top or a sum of money to buy one which he can own after four years. Every four years a sum of money is given to the instructor to buy a new laptop.</i>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  <i>The University has a central computer laboratory available for training students and academic staff when new teaching or training techniques are introduced.</i>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  <i>At the end of each semester a course evaluation survey is conducted for all classes. Students respond to a detailed number of questions about the quality of the course, how the course started, what happened during the course, how they evaluate the course and in addition to a number of open ended questions.</i>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor  <i>Deans and Heads of departments evaluate instructor's performance.</i>
3 Processes for Improvement of Teaching  <i>At the end of each semester the General directorate for quality Assurance organizes a development workshop for all academic staff. Ideas and experiences are exchanged among instructors with a view to improving instructor and student performance.</i>
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)  <i>Final exams are routinely examined by another instructor in the field to ensure that exams are neither too difficult nor too easy. Students' grade appeals are reviewed by a standing committee. Grades can be changed based on the judgment of the independent instructor and the committee.</i>



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

*There is a college-wide standing committee for curricula development. Each concentration has a subcommittee that periodically looks into course specification and course report with a view to meeting NCAAA requirements.*

Faculty or Teaching Staff: \_\_\_\_\_ Lecturer: Abdullah Barakat

Signature: \_\_\_\_\_ Date Report Completed: \_\_Nov 28/ 2013

Received by: \_\_\_\_\_ Dean/Department Head

Signature: \_\_\_\_\_ Date: \_\_\_\_\_