



ATTACHMENT 10.

T6. COURSE SPECIFICATIONS (CS)

Institution	Date of Report:
<i>Al Yamamah University</i>	<i>25 November 2018.</i>
College/Department	
<i>College of Business Administration / Department of Management</i>	

A. Course Identification and General Information

1. Course title and code:		
<i>Business in Saudi Arabia, Course Code BUS:304</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>Bachelors of Business Administration</i>		
4. Name of faculty member responsible for the course: Dr. Majed Asiri		
5. Level/year at which this course is offered:		
<i>4th year during 2nd semester</i>		
6. Pre-requisites for this course (if any):		
<i>BUS 302: International Business Law</i>		
7. Co-requisites for this course (if any) - <i>NIL</i>		
8. Location if not on main campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="50"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="40"/>
c. e-learning	<input type="checkbox"/>	What percentage? <input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="10"/>
<i>Comments: A combination of lecturing, course ppt, course notes, videos, cases, games are the modes used for instruction. The correspondence is used through LMS and emails.</i>		

B Objectives

1. What is the main purpose for this course?

The main learning outcomes are:

- *To define the concept of entrepreneurship, facts regarding the percentage of the Population in a number of countries and world-wide engaging in business characteristics of entrepreneurs, benefits and drawbacks of business ownership.*
- *To develop an informed point of view of the business environment, opportunities and challenges that face Saudi business. The role of family business in KSA and how to modernize it*
- *To understand why every entrepreneur should create a business plan and to highlight the essential elements of that plan and the three tests every business plan must pass.*
- *To prepare a Business Plan following the steps of the strategic management process and understanding the role of the income statement, the cash flow statement and the balance sheet.*
- *To understand the budgeting process, the pricing and credit policies and strategies, staffing and leading a growing company*
- *To write the business plan in simple and clear language, use graphics and make simple calculations e.g. computing earnings per share, retained earnings.*

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
<p>Introduction:</p> <ul style="list-style-type: none">▪ <i>To define the concept of entrepreneurship, the risks an entrepreneur faces and his objectives.</i>▪ <i>To describe the characteristics of the entrepreneur</i>▪ <i>To discuss the various benefits and drawbacks of Small Business ownership</i>▪ <i>The main factors driving business world-wide</i>	1	3
<ul style="list-style-type: none">▪ <i>To highlight the salient features of the Business environment in KSA.</i>▪ <i>The role of the long-term socio-economic plans in building vital infrastructure.</i>▪ <i>The challenges & opportunities the Saudi private sector is currently facing.</i>▪ <i>Family business reform, and government policy regarding facilitation of female entrepreneurship</i>	2	6
<ul style="list-style-type: none">▪ <i>The nine step process that describes the concept of Strategic Management</i>▪ <i>SWOT analysis, mission, goals, objectives and strategies.</i>▪ <i>The three major types of business strategies</i>	2	6



<i>To comprehend the different functions which</i> <ul style="list-style-type: none">▪ <i>The income statement</i>▪ <i>The cash flow statement and,</i>▪ <i>The balance sheet play,</i> <i>in the management of small and medium size enterprises (SMEs)</i>	2	6
<ul style="list-style-type: none">▪ <i>To understand the importance, role and structure of the Business Plan</i>▪ <i>To grasp the three tests every business plan must undergo – the reality test, the competitive test and the value test</i>▪ <i>To analyse credit and explain its importance.</i>	2	6
<i>Analyzing pricing and credit strategies and the three components of total cost, and how together with consumer demand they determine product price</i>	1	3
<ul style="list-style-type: none">▪ <i>To analyse the role of the entrepreneur as a leader</i>▪ <i>Discuss hiring strategies, organizational evolution, and the role of the culture of the organization</i>▪ <i>To explain, effective communication & the challenge of motivating workers</i>	3	9
<i>Evaluation and Control</i>	2	6



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

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	<ul style="list-style-type: none"> ▪ <i>Record the approaches for scanning external and internal environment.</i> ▪ <i>List procedures followed for doing Business in Saudi Arabia and outline business plan.</i> 	<ul style="list-style-type: none"> ▪ <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> 	<p><i>Methods for assessment of knowledge acquired are varied, including:</i></p> <ul style="list-style-type: none"> ▪ <i>Class participation</i> ▪ <i>Group discussion</i> ▪ <i>Presentation</i> ▪ <i>Individual and group assignments</i> ▪ <i>Quizzes</i> ▪ <i>Mid-term and final exams</i> ▪ <i>Project report</i> ▪
1.2			
2.0	Cognitive Skills		
2.1	<p><i>Description of cognitive skills to be developed</i></p> <ul style="list-style-type: none"> ▪ <i>The capacity to identify different perspectives, theories and models potentially relevant to business and to appraise their strengths and weaknesses.</i> ▪ <i>The ability to choose appropriate techniques and models applicable to a given subject matter or area of application considering the range of views of organizational stakeholder.</i> 	<ul style="list-style-type: none"> ▪ <i>Teaching strategies to be used to develop the cognitive skills include the following:</i> ▪ <i>Class discussion</i> ▪ <i>Real life business case studies</i> ▪ <i>Research projects</i> ▪ <i>Team efforts</i> 	<p><i>Methods for assessment of the cognitive skills include the following:</i></p> <ul style="list-style-type: none"> ▪ <i>Presentation</i> ▪ <i>Individual and group assignments</i> ▪ <i>Quizzes</i> ▪ <i>Projects</i>
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	<p><i>The level of interpersonal skills and capacity that students are going to build in the BBA program, includes:</i></p> <ul style="list-style-type: none"> ▪ <i>Actively seeking and giving feedback during classroom discussion</i> ▪ <i>Building effective relationships with team members and presents ideas persuasively and confidently.</i> 	<ul style="list-style-type: none"> ▪ <i>Teaching strategies to be used to develop the cognitive skills include the following:</i> ▪ <i>Class discussion</i> ▪ <i>Presentation</i> ▪ <i>Group projects</i> 	<ul style="list-style-type: none"> ▪ <i>Presentation</i> ▪ <i>Individual and group assignments</i> ▪ <i>Projects</i>
3.2			
4.0	Communication, Information Technology, Numerical		



4.1	<p><i>Description of the skills to be developed in this domain.</i></p> <ul style="list-style-type: none"> ▪ <i>The ability to communicate effectively in oral and written English.</i> ▪ <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> 	<p><i>Teaching strategies to be used to develop these skills</i></p> <ul style="list-style-type: none"> ▪ <i>Class discussion</i> ▪ <i>Group projects</i> 	<p><i>Methods for assessment of knowledge acquired are varied, including:</i></p> <ul style="list-style-type: none"> ▪ <i>Class participation</i> ▪ <i>Group discussion</i> ▪ <i>Presentation</i> ▪ <i>Individual and group assignments</i> ▪ <i>Quizzes</i> ▪ <i>Mid-term and final exams</i> ▪ <i>Project report</i>
4.2			
5.0	Psychomotor		
5.1	Not applicable		
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, 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
<i>1</i>	<i>Quiz 1</i>	<i>5</i>	<i>10%</i>
<i>2</i>	<i>Midterm</i>	<i>8</i>	<i>20%</i>
<i>3</i>	<i>Group Assignment</i>	<i>10</i>	<i>20%</i>
<i>4</i>	<i>Quiz 2</i>	<i>13</i>	<i>10%</i>
<i>6</i>	<i>Final Exam</i>		<i>40%</i>

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)

Faculty members are providing two hours per week for student consultation and academic advice.

E. Learning Resources

1. List Required Textbooks

Business Essentials: By, Ronald J. Ebert and Ricky W. Griffin. 9th Edition, 2012

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

1. The Saudi Arabian Economy- Achievements, Policies and Challenges by Dr. M.A. Ramady, 2nd. Edition

2. Doing business with Saudi Arabia, a guide to Investment Opportunities & Business Practice. By Antony Shoult

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

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

YU Learning Management System (LMS) and publisher's Web site of students' resource center.

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

Handouts, Glossary, Web Links.

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.)

Lecture room

2. Computing resources (AV, data show, Smart Board, software, etc.)

Wi Fi in class rooms

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching

At the end of each semester, course evaluation forms containing a multi-scale ranking questionnaire regarding the effectiveness of teaching in are filled by all students attending the course. The results of the evaluation are shown to the teacher.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

Two other types of evaluation forms for teacher contribution in the area of teaching, research and the activity of various standing committees are also filled by peers and supervisors in addition to a self-evaluation form to be completed by the teacher himself.

3 Processes for Improvement of Teaching

YU Learning Management System (LMS) can also provide students comments to improve the teaching methods. The experience gathered during the length of this course can also help improving the course.

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)

At the end of each semester, every teacher are required to submit the original answer script along with the question paper to the department which will be preserved for two semesters. This helps in processing the grade appeal issues and it also serves as a repository of course folder.

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

The course report and classroom visits are planned to organize to review the course effectiveness and for further developing the course.

Faculty or Teaching Staff: Dr. Majed Asiri

Signature: *Majed*

Date Report Completed: 25/11/18

Received by: _____

Dean/Department Head

Signature: _____

Date: _____