



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Al Yamamah University	Date: 7/11/2018
College/Department : College of Business Administration/ Finance	

A. Course Identification and General Information

1. Course title and code: Financial Management using EXEL (FIN 312)			
2. Credit hours: 3 credit hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Science in Business Administration (Finance)			
4. Name of faculty member responsible for the course Ms. Rasha Al Humaidhi			
5. Level/year at which this course is offered: Level 3			
6. Pre-requisites for this course (if any): FIN 202 Introduction To Finance			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: None			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="80"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="20"/>
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"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

- The main purpose for this course: is to make students be able to tackle the following issues on completion
- Demonstrate the concepts of financial management such as primary agency relationship, corporate governance, fisher effect, factions of money, time value of money, real estate finance, financial markets, theories and techniques of security valuation, value of firm, and others.
- Analyze the real financial-related issues or problems in a corporation and an investors, such as bond valuation, stock valuation, the process of raising capital (IPOs and SNIs, etc), and various working capital management issues.
- Evaluate financial situations and decisions in a corporation..

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)

- On yearly basis, review the textbook requirement and add or update the edition of the main textbook.

Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

1 Topics to be Covered

List of Topics	No of Weeks	Contacthours
Syllabus and Introduction What is Financial Management?	1	3
Primary Agency Relationship, Corporate Governance, Financial Markets and System	1	3
Determinants of Interest rates and Yield Curve(treasury yield curve and corporate yield curve)	1	3

Money and Time Value of money	1	3
Time Value of Money Future value (FV) and present value (PV) Ordinary Annuity, Annuity Due, Perpetuity	1	3
Uneven cash flows, Net Present Value (NPV) Capital Budgeting	1	3
Amortization Real Estate Finance	1	3
Common Stocks - Characteristics of and Preferred common stocks	1	3
Valuation of preferred stocks and common stocks	2	6
Fixed Income Securities - Key characteristics of bonds	1	3
Bond valuation + Assessing the risk of a bond, Bond ratings	1	3
Yield to Maturity	1	3
The Cost of Capital - Weighted average cost of capital (WACC) & marginal cost of capital (MCC) - Adjusting the cost of capital for risk	1	3
Review	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual						
Credit	Planned	3					3
	Actual						

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

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<p>At the end of the semester, students will be able to</p> <p>Recognize principles and theories of financial management at the intermediate level inclosing primary agency relationship and corporate governance.</p> <p>Define financial decisions, markets, new security issuances, and characteristics of bonds and stocks.</p> <p>Think critically and creatively how to values securities.</p>	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
1.2			
2.0	Cognitive Skills		
2.1	<p><input type="checkbox"/> The ability to evaluate various security valuation theories.</p> <p><input type="checkbox"/> The ability to evaluate amortization schedules, cost of capital, and NPV</p>	<ul style="list-style-type: none"> ▪ Various methods will be applied like: ▪ Giving assignment where students need to apply skills to solve the problems mentioned in the assignment. ▪ Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it. ▪ Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions. 	<ul style="list-style-type: none"> ▪ Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem. ▪ End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.

3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> The ability to work effectively in groups and exercise leadership when appropriate. 	<ul style="list-style-type: none"> Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken. Assessments include evaluation of standard of report by group and individual performance rating on contribution made. 	<ul style="list-style-type: none"> Assessment of group and individual assignments within each course.
3.2	<ul style="list-style-type: none"> The ability to act responsibly in personal and professional relationships with high moral and ethical standards. 		
4.0	Communication, Information Technology, Numerical		
4.1	Ability to communicate effectively in oral and written forms.	<ul style="list-style-type: none"> Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English. There is computer course and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics. The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques. 	Direct assessment of basic skills including communication skills in English Language and use of IT through course project assessment

		Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.	
4.2	Ability to use information and communication-technology and use basic mathematical and statistical techniques.		
5.0	Psychomotor		
5.1			
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes, Assignments	Through the term	15
2	Midterm	Week 9	20
3	Group Project	Week 12	15
4	Final Test	16	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)

- In addition to class lectures time, faculty members assign minimum 10 hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.
- During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.

E Learning Resources

1. List Required Textbooks

Fundamentals of Corporate Finance by Ross, Westerfield & Jordan , 11th edition, 2016
McGraw Hill International Edition.

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

Yahoo Finance & Reuters
Economist
Financial Times.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

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

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

- College library contains all required references including additional materials that support the course content.
- Digital libraries on the University online library includes many journals, eBooks and periodicals are available for students.

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.)
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • A classroom with 40 seating capacity is required. • Classroom should be equipped with multimedia projector and Internet access.
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Currently there is no need of any special computing resources.
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course. • There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey. • The responses are forwarded to the "Information Centre" where it is analysed and reports are prepared. • The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Staff Submit course report at the end of each semester. • Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members. • A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits. • Faculty members are informed about the classroom visits without notifying a specific day for the visit. • The reports are shared with the faculty members.
<p>3. Processes for Improvement of Teaching</p> <p>The process for improving the teaching includes the following:</p> <ul style="list-style-type: none"> • Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements. • Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the 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)

- The University periodically uses collaborative faculty reviews to ascertain standards of student achievement.

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

The College Board periodically calls for the review of courses in the various disciplines to ensure they are current and applicable, especially for the periodic reports and evaluations to the MOE.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____