

**جامعة أم القرى**

**كلية إدارة الأعمال**

**الماجستير في الإبداع وريادة الأعمال**

## 4. Learning and Teaching

### 4/1 Learning Outcomes and Graduate Specifications

4/1/1 Main tracks or specializations covered by the program:

(a)

(b)

(c)

### 4/1/2 Curriculum Study Plan Table

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
Level 1	01	Introduction to New Venture		--	3
	02	Design Thinking and Innovation		--	3
	03	Entrepreneurial Accounting		--	3
	04	Entrepreneurship Law		--	3
Level 2	05	Entrepreneurial marketing	01	--	3
	06	Entrepreneurial finance	03	--	3
	07	Entrepreneurial Leadership		--	3
	08	Qualitative Research Methods		--	3
Level 3	09	Entrepreneurship & Innovation practice		--	3
	010	Strategic Management Entrepreneurship	03 05 06	--	3
	011	Social Entrepreneurship		--	3
		Elective course			3
Level 4	012	Entrepreneurship Growth Strategies	010	--	3
	013	Entrepreneurship Technology		--	3
	014	Prototyping techniques and equipment		--	3
		Elective course			3

### Elective Courses:

Course Code	Course Title	Prerequisite Courses	Credit Hours
015	Leading Effective Teams	--	3
016	Entrepreneurship SMs	--	3
017	Entrepreneurship in Healthcare	--	3
018	Entrepreneurial Ethics	--	3

#### 4/1/4. Course Specification:



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Qualitative Research Methods (3-0-8)**

### Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

#### A. Course Identification and General Information

1. Course title and code: <b>Qualitative Research Methods (3-0-8)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="80%"/>
b. Blended (traditional and online)	<input checked="" 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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

1. What is the main purpose for this course? <ul style="list-style-type: none"> <li>• <b>This course aims to provide graduates with the basic concepts of quantitative research methods and collecting data</b></li> </ul>
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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course focuses on data gathering methods. It introduces students to a variety of approaches to conduct qualitative research, and to become a good researcher. Literature reviews, in-depth interviews, focus groups, and other data gathering techniques will be covered**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to thinking and practical research references and sources and supplements	1	3
Research content	1	3
Search Society research and sample.	1	3
Information resources	1	3
Methods of collecting data	1	3
Method of analytical study	1	3
references and sources and supplements	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

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
--

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.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	•Understand the difference between qualitative and quantitative research methods	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	•Recognize and apply qualitative research techniques	– Direct learning (lecture) – Case study	– Tests – analysis
1.3	Analyze and interpret data finding and draw a final conclusion	– Direct learning (lecture) – Case study	– Tests – analysis
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	Midterm exam	7	20%
	presentation	13	10%
	Case study and assignments	2.4.6.8.10	10%
	Attendance and participation	semester	10%

<b>Final exam</b>	<b>15</b>	<b>50%</b>
<b>Total</b>		<b>100%</b>

#### **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)
<b>Office hours: 6 hours / week</b>

#### **E. Learning Resources**

1. List Required Textbooks •
2. List Essential References Materials (Journals, Reports, etc.) •
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.) •
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a> <a href="http://www.wdl.org/">http://www.wdl.org/</a> <a href="https://libsierra.uqu.edu.sa/">https://libsierra.uqu.edu.sa/</a>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) • <b>Lecture room</b>
2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

#### **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching • <b>Regular attendance of students and complete all assignments must be noted.</b> • <b>Course evaluation by student.</b>
---



<ul style="list-style-type: none"> <li>• Ask students questions directly to gauge their understanding to the materials presented in the lecture.</li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> <li>• Peer consultation on teaching</li> <li>• Departmental council discussions</li> <li>• Electronic course evaluation to be completed by students</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• Considering students' feedback in every lecture to improve teaching processes.</li> <li>• Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</li> <li>• Developing means of presenting the subject's material to be more attractive to students.</li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>• Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</li> <li>• Assigning group of faculty members teaching the same course to grade same questions for various students.</li> <li>• Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</li> <li>• Check marking by an independent faculty member for students' final exam.</li> </ul>

<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>• Advising the library with the most recent books and periodicals that discuss the subject matter.</li> <li>• Increase the use of online facilities (discussions, answer questions, etc.)</li> <li>• Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</li> </ul>
--

Faculty or Teaching Staff: Hesham Malak

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Oresjah

Signature: 

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Qualitative Research Methods (3-0-8)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Qualitative Research Methods (3-0-8)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="80%"/>
b. Blended (traditional and online)	<input checked="" 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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

1. What is the main purpose for this course? <ul style="list-style-type: none"> <li>• <b>This course aims to provide graduates with the basic concepts of quantitative research methods and collecting data</b></li> </ul>
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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course focuses on data gathering methods. It introduces students to a variety of approaches to conduct qualitative research, and to become a good researcher. Literature reviews, in-depth interviews, focus groups, and other data gathering techniques will be covered**

1. Topics to be Covered			
List of Topics		No. of Weeks	Contact Hours
Introduction to thinking and practical research and supplements	references and sources	1	3
Research content		1	3
Search Society research and sample.		1	3
Information resources		1	3
Methods of collecting data		1	3
Method of analytical study		1	3
references and sources and supplements		1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

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
--

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.

Every course is not required to include learning outcomes from each domain.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	•Understand the difference between qualitative and quantitative research methods	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	•Recognize and apply qualitative research techniques	– Direct learning (lecture) – Case study	– Tests – analysis
1.3	Analyze and interpret data finding and draw a final conclusion	– Direct learning (lecture) – Case study	– Tests – analysis
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
	<b>Midterm exam</b>	<b>7</b>	<b>20%</b>
	<b>presentation</b>	<b>13</b>	<b>10%</b>
	<b>Case study and assignments</b>	<b>2.4.6.8.10</b>	<b>10%</b>
	<b>Attendance and participation</b>	<b>semester</b>	<b>10%</b>

<b>Final exam</b>	<b>15</b>	<b>50%</b>
<b>Total</b>		<b>100%</b>

#### 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)

**Office hours: 6 hours / week**

#### E. Learning Resources

1. List Required Textbooks

- 

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

- 

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

- 

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**

<ul style="list-style-type: none"> <li>• Ask students questions directly to gauge their understanding to the materials presented in the lecture.</li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> <li>• Peer consultation on teaching</li> <li>• Departmental council discussions</li> <li>• Electronic course evaluation to be completed by students</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• Considering students' feedback in every lecture to improve teaching processes.</li> <li>• Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</li> <li>• Developing means of presenting the subject's material to be more attractive to students.</li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>• Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</li> <li>• Assigning group of faculty members teaching the same course to grade same questions for various students.</li> <li>• Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</li> <li>• Check marking by an independent faculty member for students' final exam.</li> </ul>

<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>• Advising the library with the most recent books and periodicals that discuss the subject matter.</li> <li>• Increase the use of online facilities (discussions, answer questions, etc.)</li> <li>• Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</li> </ul>
--

Faculty or Teaching Staff: Hesham Malak

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. MontWag Ozeijah

Signature: 

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Social Entrepreneurship (0-1-1)**



## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Social Entrepreneurship (0-1-1)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

1. What is the main purpose for this course? <ul style="list-style-type: none"> <li>• <b>This course aims to provide students with the basic skills to create strong social-entrepreneurial visions.</b></li> </ul>
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) <ul style="list-style-type: none"> <li>• <b>Hosting distinguished speakers in the field.</b></li> <li>• <b>add more practical elements to enrich the decision</b></li> <li>• <b>taking into consideration the results of recent research published in scientific journals</b></li> </ul>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course will enable graduates to develop a critical understanding of the social enterprise. It provides them with the essential skills to create strong social and financial insights. The course is also designed to integrate entrepreneurship within the development of social and creative practices. It will help graduates to take an innovative approach to the development of new organisations and businesses and the infrastructure that supports them.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to social entrepreneurship	1	3
identifying opportunities for social projects	1	3
Evaluating project opportunities: Social impact theory	1	3
development strategy and Community project plan: Preparation and launch	1	3
social and strategic advantage of the project	1	3
social impact theory	1	3
financing social Project	1	3
Evaluating Project Impact	1	3

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

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

4 hours weekly

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

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.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	• build on a historical and theoretical understanding of relations between social enterprise and the broader social economy	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	• promote a critical and sociological comprehension of the course.	– Direct learning (lecture) – Case study	– Tasks – analysis
1.3	• improve a specified expertise in methodologies for entrepreneurial modeling and evaluating social impact	– Direct learning (lecture) – Case study	– Tests – analysis –
1.4	• Analyze social, economic and technological contexts in relation to develop a social enterprise, and demonstrate an understanding of different business models to establish a social enterprise	– Direct learning (lecture) – Case study	– Tests – analysis –
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
5.0	Psychomotor		
5.1	Not applicable		

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
Midterm exam	7	20%
presentation	13	10%
Case study and assignments	2.4.6.8.10	10%
Attendance and participation	semester	10%
Final exam	15	50%
<b>Total</b>		<b>100%</b>

#### 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)

**Office hours: 6 hours / week**

#### E. Learning Resources

1. List Required Textbooks

**Schwartz, Beverly. Rippling: How Social Entrepreneurs Spread Innovation Throughout the World. (Jossey Bass, 2012, ISBN 978-1-118-13859-5).**

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

•

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

•

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

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

- 

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Dr. Mawffaq Oreijah

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mawffaq Oreijah

Signature: 

Date: 10-7-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Technology Entrepreneurship (0-1-3)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Technology Entrepreneurship (0-1-3)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
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>The candidate will be asked to attend traditional classes and online tutorials.</b>			



## B Objectives

1. What is the main purpose for this course?
  - **This course aims to provide students with theoretical studies and entrepreneurial practices in the context of creating high-tech projects. It also helps students understand the process of creating new projects.**
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)
  - **Hosting distinguished speakers in the field.**
  - **add more practical elements to enrich the decision**
  - **taking into consideration the results of recent research published in scientific journals**

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course studies the theory and practice of entrepreneurship in the context of high technology venture creation. It helps students to understand the new venture creation process or operating new ventures based on technological and scientific/technical innovations – ‘technology-based businesses’. The course will cover customer analysis, product differentiation, engagement with funders, competitive analysis and talent management.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>Introduction and Expectations</b>	<b>1</b>	<b>3</b>
<b>Lean Canvas</b>	<b>1</b>	<b>3</b>
<b>Effective Business Plans for Tech-Based Businesses (1)</b>	<b>1</b>	<b>3</b>
<b>Effective Business Plans for Tech-Based Businesses (2)</b>	<b>1</b>	<b>3</b>
<b>Entrepreneurial Tech-Based Marketing</b>	<b>1</b>	<b>3</b>
<b>Account Management for Tech Based Businesses</b>	<b>2</b>	<b>6</b>
<b>Compelling Value Propositions</b>	<b>1</b>	<b>3</b>
<b>Getting the Most from Your Team</b>	<b>1</b>	<b>3</b>
<b>Getting the Best from Your Board</b>	<b>1</b>	<b>3</b>
<b>Deals, Exits and Valuation</b>	<b>2</b>	<b>6</b>

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	•Identify the role and the characteristics of high technology entrepreneurs	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	• analyze and evaluate opportunities for new business product, techniques and services innovations	– Direct learning (lecture) – Case study	– Tests – analysis
1.3	•assess a business plan for a new technology-based venture	– Direct learning (lecture) – Case study	– Tests – analysis –
1.4	• Practice enhanced team working and problem solving in a high-technology product development environment.	– Direct learning (lecture) – Case study	– Tests – analysis –
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>		
<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
<b>Midterm exam</b>	<b>7</b>	<b>20%</b>
<b>presentation</b>	<b>13</b>	<b>10%</b>
<b>Case study and assignments</b>	<b>2.4.6.8.10</b>	<b>10%</b>
<b>Attendance and participation</b>	<b>semester</b>	<b>10%</b>
<b>Final exam</b>	<b>15</b>	<b>50%</b>
<b>Total</b>		<b>100%</b>

#### **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)

**Office hours: 6 hours / week**

#### **E. Learning Resources**

1. List Required Textbooks  
Timmons J.A. & Spinelli, S. (2008 or 2012). New Venture Creation 8th or 9th Ed. McGraw Hill.
2. List Essential References Materials (Journals, Reports, etc.)  
•
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  
  
<https://www.sdl.edu.sa/>  
<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

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

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Dr. Mouffag Oreijah

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Oreijah

Signature: 

Date: 10-7-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurial Law (3-416)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>November 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurial Law (3-416)			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 1 <sup>st</sup> level / 1 <sup>st</sup> year			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="30"/>
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? <ul style="list-style-type: none"><li>• Understand how to create and run a business</li><li>• Build a strong knowledge in a variety of sensitive issues that face entrepreneurs</li><li>• Understand the laws and regulation that entrepreneurial ventures go through</li></ul>
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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

The course is designed to cover the laws related to crucial issues that face entrepreneurs who are looking to establish or have recently established a business. The course materials are an eclectic mix of different topical areas in law. These areas include choice of business structure, professional responsibility, employment and contract law, the legal framework of finance, intellectual property, and laws governing the sale of a business.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to the legal business environment	1	3
Business Structure	1	3
Professional responsibility	1	3
Contracts Law	1	3
Law of employment	1	3
The Art of Negotiation	1	3
The legal framework of finance	1	3
	1	3
Law on Property Rights	1	3
Intellectual property	1	3



Mergers and Acquisitions						1	3
2. Course components (total contact hours and credits per semester):							
	Lecture	Tutorial	Laboratory	Practical	Other:	Total	
Contact Hours	45					45	
Credit	3					3	

3. Additional private study/learning hours expected for students per week. 6

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	<ol style="list-style-type: none"> <li>1. Understand the major aims and objectives of Business Law</li> <li>2. Understand the main features of nation court jurisdiction and court procedure.</li> <li>3. Understand the basic of legal research in terms of process of devising and implementing a coherent and effective research design.</li> <li>4. Identify the requirements of an offer and acceptance of a contract and how the offer can be terminated/ discharged.</li> <li>5. Understand a salient feature of companies act existing in KSA.</li> <li>6. Identify the elements needed to create a contract.</li> <li>7. understand of regional and global laws aimed at protection of consumer and corporate rights in order to preserve Islamic and cultural values of the country.</li> <li>8. Describe the effects of the statute of legal and frauds upon a contract.</li> </ol>	Lectures & Discussions	Quizzes/Exams
1.2		Lectures & Discussions	Quizzes/Exams

<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Identify some legal issues	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Discuss some legal issues	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)

#### **E. Learning Resources**

1. List Required Textbooks <b>Entrepreneurship Law, Cases and Materials, Reed and Barron, 2013</b>
2. List Essential References Materials (Journals, Reports, etc.) <b>Supplementary brief news articles and commentary – in the manner of ‘current events’ – will be posted later</b>
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<https://www.sdl.edu.sa/>  
<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- Advising the library with the most recent books and periodicals that discuss the subject matter.
- Increase the use of online facilities (discussions, answer questions, etc.)
- Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.

Faculty or Teaching Staff: Dr. Mouffag Dreijah

Signature: [Signature] Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Dreijah

Signature: [Signature]

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurial Ethics (3-1846)**

## Course Specifications

Institution	Umm Al-Qura University	Date of Report	November 2018
College/Department			

### A. Course Identification and General Information

1. Course title and code: : Entrepreneurial Ethics (3-1846)			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: Elective – 2 <sup>nd</sup> year / 3 <sup>rd</sup> or 4 <sup>th</sup> level			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Theories associated with business ethics.</li> <li>• Ability to Identify Ethical Business Dilemmas.</li> <li>• Understand the effect of culture and ethics on entrepreneurial activities.</li> <li>• Ability to analyze business situation and make ethical decision</li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: The course introduces students to the concept of values, morality and cultural beliefs that affect entrepreneurs' behaviors in world of business. Since understanding the expectation of stakeholders is a key factor to launch and maintain a successful venture, it will introduce students to the effect of culture and ethics on entrepreneur's activities and decision.

1. Topics to be Covered						
	<b>List of Topics</b>				<b>No. of Weeks</b>	<b>Contact Hours</b>
	Introduction				1	3
	Ethics in the World of Business				1	3
	Ethical Decision making				1	3
	Ethical Theories				1	3
	Islamic Ethics in Business				1	3
	Whistle blowing				1	3
	Trade Secrets and Conflict of Interest				1	3
	Privacy				1	3
	Discrimination and Affirmative Action				1	3
	Employment Rights				1	3
	Occupational Health and Safety				1	3
	Marketing, Advertising and Product Safety				<b>1</b>	<b>3</b>
	Ethics in Finance				<b>3</b>	<b>3</b>
2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	<b>43</b>			<b>2</b>		<b>45</b>
Credit	<b>3</b>					<b>3</b>

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

**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.**

**Every course is not required to include learning outcomes from each domain.**

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Role of ethics in society, particularly among those entrusted with administrating the public good or corporate affairs	Lectures & Discussions	Quizzes/Exams
1.2	The theoretical aspects of ethics proposed by various school of thoughts	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Articulate the role of ethics in society	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Develop appropriate research questions and methods for creative exploration of administrative ethics	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Engage in insightful debates on the issues surrounding business ethics	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

#### 5. Schedule of Assessment Tasks for Students During the Semester

	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>



	<b>Total</b>		<b>100%</b>
--	--------------	--	-------------

#### **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)

#### **E. Learning Resources**

1. List Required Textbooks  
Boatright, John R. 2014. Ethics and the Conduct of Business”, 7th International Edition  
Pearson Prentice Hall Print:ISBN-10: 0205060048, VP ISBN-13: 9780205060047
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  
  
<https://www.sdl.edu.sa/>  
<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**

- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Dr. Mowffag Oreijah

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mowffag Oreijah

Signature: \_\_\_\_\_ Date: 10-7-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Entrepreneurial Finance (3–626)**

## Course Specifications

Institution	Umm Al-Qura University	Date of Report	November 2018
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurial Finance (3-626)			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 2 <sup>nd</sup> level / 1 <sup>st</sup> year			
6. Pre-requisites for this course (if any): Entrepreneurial Accounting			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>2. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Identify the difference between entrepreneurial finance and traditional corporate finance</li> <li>• Illustrate and analyze a variety of sources of finance</li> <li>• Analyze a financial decision-making entrepreneurial venture firms</li> <li>• Negotiating for external funding</li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: The aim of the course is helping students to make a better decision related to investment and finance from entrepreneurs and investors standpoint. The course addresses issues form starting a new venture to exiting. Topics like raising money, company valuation and funding will be covered. It will also reflect a consideration when planning a funding **for new ventures**.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>Overview of Entrepreneurial Finance</b> <ul style="list-style-type: none"> <li>• <b>Financing choices for start ups</b></li> </ul>	<b>1</b>	<b>3</b>
<b>Opportunity Assessment and Creation</b> <ul style="list-style-type: none"> <li>• Major valuation, risk management and planning concepts.</li> <li>• Types of investments and funding sources.</li> <li>• Tools for analysis.</li> <li>• Valuation.</li> <li>• Business/financial plans.</li> <li>• Capital structures.</li> <li>• Sources of funding</li> </ul>	<b>3</b>	<b>3</b>

<b>Venture Capital Funding and Valuation</b> <ul style="list-style-type: none"> <li>• How it works.</li> <li>• Funding rounds.</li> <li>• Professional management vs. founders.</li> <li>• The business of funding.</li> <li>• Term sheets.</li> <li>• Due Diligence.</li> <li>• Funding stages.</li> <li>• Venture Lending</li> </ul>	<b>3</b>	<b>3</b>
<b>Growth and Exit Strategies</b> <ul style="list-style-type: none"> <li>• Challenges of managing and funding growth.</li> <li>• International growth.</li> <li>• Liquidity events exit strategies.</li> <li>• Initial Public Offerings.</li> <li>• Mergers, sales.</li> <li>• Technology transfer.</li> <li>• I.P. acquisitions.</li> <li>• Corporate and strategic venture funds.</li> </ul>	<b>1</b>	<b>3</b>
<b>Fail and bankrupt</b>	<b>1</b>	<b>3</b>

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	<b>40</b>			<b>5</b>		<b>45</b>
Credit	<b>3</b>					<b>3</b>

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Gain the knowledge of financial control as well as the capital budget	Lectures & Discussions	Quizzes/Exams

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
1.2	Understand the main financial statements of the business and the methods used in the financial planning process	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to understand the role of the chief financial officer	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Ability to control financial and calculate return on investment and report funds	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Act ethically with students, colleagues, administrators and professors	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)
---

#### **E. Learning Resources**

1. List Required Textbooks  <i>Entrepreneurial Finance by Leach and Melicher, 2<sup>nd</sup> edition</i>
--

Financial Management: Principles and Applications plus Pearson MyLab Finance with Pearson eText, Global Edition, 13/E
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Cases studies and notes from Harvard Business School
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a> <a href="http://www.wdl.org/">http://www.wdl.org/</a> <a href="https://libsierra.uqu.edu.sa/">https://libsierra.uqu.edu.sa/</a>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**



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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Dr. Mouffag Arijah

Signature:  Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mouffag Arijah

Signature:  Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurial Accounting (3-316)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>November 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurial Accounting (3-116)			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 1 <sup>st</sup> level / 1 <sup>st</sup> year			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>4. What is the main purpose for this course?</p> <ul style="list-style-type: none"><li>• Understand the general terms of accounting by applying the accounting activities</li><li>• Understand and to be able to manage crucial elements like pricing products and control systems for new start-ups</li><li>• Understand the importance of sustainability accounting and how it affects entrepreneurs bottom line</li><li>• Ability to read, analyse and interpret financial reports</li></ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: The course will provide fundamental concepts and tools, that help students understand how their entrepreneurial ventures can create and use accounting information, to guide their activities inside the firm. In addition, it will give a general foundation to help them organize and control business activities. The course is designed for beginners who do not have previous background in accounting.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Accounting and the business environment	1	3
Recording Business Transactions	1	3
Merchandising Operations	1	3
Merchandise Inventory	1	3
Receivables	1	3
The Adjusting Process	1	3
Current Liabilities and Payroll	1	3
Financial Statement Analysis	1	3

Financial Planning & Growth	1	3
Accounting information system	1	3
Managerial Accounting principle and concepts	1	3
Managerial planning and control	1	3

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	40			5		45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 9

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe Accounting as the language of business and the recording process of business transactions	Lectures & Discussions	Quizzes/Exams
1.2	Outline Accounting treatment for Merchandising Operations, Inventory Receivables, Property, Plant and Equipment and Investments etc.	Lectures & Discussions	Quizzes/Exams
1.3	Students can analyze, synthesize and evaluate financial and other related information for decision making in a management context	Lectures & Discussions & Exercise	Critical Thinking Exercises Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Interpret the accounting transactions and statements for decision making process.	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Summarize the accounting treatment for various business entities and analyses cash flow statement	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate ability to work effectively in group activities.	Lectures & Research & Discussions	Quizzes/Exams & Group Project
3.2	students can recognize and incorporate ethical and social responsibility considerations in decision making	Lectures & Research & Discussions	Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate effective written, verbal and non-verbal communication skills.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)

#### **E. Learning Resources**

1. List Required Textbooks

*Authors: E Charles Horngren, Walter T Harrison, & Suzanne Oliver*

*Publication: Pearson Education Limited 2012*

*ISBN: ISBN-10: 0273770373*

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

Course materials such as lecture notes and soft reading materials are available on e-Learn

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

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Hesham Malak

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Dreijah

Signature: 

Date: 10-7-19





Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Introductions to New Ventures (3-116)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>November 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: Introductions to New Ventures /3-116			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 1 <sup>st</sup> level / 1 <sup>st</sup> year			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>6. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Gain perspective of what it's really like to launch a startup</li> <li>• Master the terminologies and concepts like the business model</li> <li>• Understand the terminology and sequencing of early-stage venture financing</li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: Introductions to New Ventures will help graduates to obtain skills, insights and process that created by entrepreneurs. The course introduces students to recognizing opportunities and generating ideas, developing an effective business model and preparing for and evaluating the challenges of growth.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<ul style="list-style-type: none"> <li>• Introduction to Entrepreneurship (Chapter 1)               <ul style="list-style-type: none"> <li>○ Role of Small Businesses in The Economy</li> <li>○ The Entrepreneurial Personality</li> <li>○ The Entrepreneurial Life</li> <li>○ Myths About Small Business</li> </ul> </li> </ul>	1	3
<ul style="list-style-type: none"> <li>• Ethics and Social Responsibility (Chapter 2)</li> </ul>	1	3
<ul style="list-style-type: none"> <li>• Entrepreneur and Business Ideas (Chapter 3)               <ul style="list-style-type: none"> <li>○ Creativity Opportunity, and Feasibility</li> <li>○ Factors in Business Failure and Success</li> </ul> </li> </ul>	1	3
<ul style="list-style-type: none"> <li>• Designing a Business Model (Chapter 4)</li> </ul>	1	3
<ul style="list-style-type: none"> <li>• Developing A Business Plan (Chapter 5)</li> </ul>	1	3
<ul style="list-style-type: none"> <li>• Midterm</li> </ul>	1	3

<ul style="list-style-type: none"> <li>• Types of Ownership and Small Business Entry (Chapter 6) <ul style="list-style-type: none"> <li>○ Types of Ownership <ul style="list-style-type: none"> <li>▪ Sole Proprietorship</li> <li>▪ Partnerships</li> <li>▪ Corporations</li> </ul> </li> <li>○ Small Business Entry <ul style="list-style-type: none"> <li>▪ Starting A New Business</li> <li>▪ Buying an Existing Business</li> <li>▪ Franchising A Business</li> </ul> </li> </ul> </li> </ul>	1	3
• Franchising A Business (Chapter 7)	1	3
• Marketing Your New Business (Chapter 8)	2	6
• E-commerce (Chapter 9)	2	6
• Pricing and Credit Strategies (Chapter 10)	1	3
• Financing the New Business (Chapter 13)	1	3

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	<b>40</b>			<b>5</b>		<b>45</b>
Credit	<b>3</b>					<b>3</b>

3. Additional private study/learning hours expected for students per week. 4

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

**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.**  
**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Students shall develop basic skills that are applicable to the entrepreneurial world.	Lectures & Discussions	Quizzes/Exams
1.2	Students shall understand the entrepreneurial mindset.	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Students shall utilize their self-knowledge in their lives as students, employees and business owners.	Lectures & Discussions	Critical Thinking Exercises & Group Project

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
2.2	Students shall start recognizing local and global entrepreneurs, opportunities in life for small businesses while identifying and grow their own business idea.	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Students shall know how to start the business planning process.	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)
---

#### **E. Learning Resources**

1. List Required Textbooks  Entrepreneurship: Successfully Launching New Ventures (5th Edition) 5th Edition by Bruce R. Barringer (Author), R. Duane Ireland
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a>

<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- Advising the library with the most recent books and periodicals that discuss the subject matter.
- Increase the use of online facilities (discussions, answer questions, etc.)
- Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.

Faculty or Teaching Staff: Hesham Malak

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mawfay Oreyah

Signature: 

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurial Marketing (3-526)**



## Course Specifications

Institution	Umm Al-Qura University	Date of Report	November 2018
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurial Marketing (3-526)			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 2 <sup>nd</sup> level / 1 <sup>st</sup> year			
6. Pre-requisites for this course (if any): Introductions to New Ventures			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>7. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Understand the main strategic restriction and issues that face entrepreneurs in a world of business</li> <li>• Identify the marketing opportunities, and being able to evaluate them</li> <li>• How to gain the competitive advantages with having limited marketing resources</li> </ul>
<p>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)</p>

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: The objective of this course is to provide students with a strong foundation of how to market their new venture. Combining concepts from two fields, which are marketing and entrepreneurship. it will lead to a great level of marketing a successful startup. The course illustrates methods, concepts and strategic issues that early stage entrepreneurs encountered.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to marketing and related concepts	1	3
Strategic Marketing Planning	1	3
Changing in marketing environment and information management	1	3
Management and Marketing Research and Forecasting	1	3
Analysis of consumer markets	1	3
Analysis of consumer markets	1	3
Creating Value, Complaining Customer Loyalty	1	3
Building and managing the brand	1	3
Integrated marketing design and management	2	6
Design and management of marketing communications	2	6

kkkk

2. Course components (total contact hours and credits per semester):							
	Lecture	Tutorial	Laboratory	Practical	Other:	Total	
Contact Hours	45			5		45	
Credit	3					3	

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Gain a knowledge of the marketing concept and the ability to identify elements of the marketing mix	Lectures & Discussions	Quizzes/Exams
1.2	Gain a knowledge to the basic concepts regarding the marketing mix	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Understand the extent of the features of research in marketing.	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Understand the process of dividing the market into market segments, financial markets.	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Gain a vision of global competition, and international marketing strategy.	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Case Studies		5%

2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
<b>Total</b>			<b>100%</b>

#### 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)

#### E. Learning Resources

1. List Required Textbooks

Kotler and others, Marketing Mangement, Pearson Education limited

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

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

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

m m m m

<ul style="list-style-type: none"> <li>• <b>Regular attendance of students and complete all assignments must be noted.</b></li> <li>• <b>Course evaluation by student.</b></li> <li>• <b>Ask students questions directly to gauge their understanding to the materials presented in the lecture.</b></li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> <li>• <b>Peer consultation on teaching</b></li> <li>• <b>Departmental council discussions</b></li> <li>• <b>Electronic course evaluation to be completed by students</b></li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• <b>Considering students' feedback in every lecture to improve teaching processes.</b></li> <li>• <b>Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</b></li> <li>• <b>Developing means of presenting the subject's material to be more attractive to students.</b></li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>• <b>Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</b></li> <li>• <b>Assigning group of faculty members teaching the same course to grade same questions for various students.</b></li> <li>• <b>Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</b></li> <li>• <b>Check marking by an independent faculty member for students' final exam.</b></li> </ul>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>• <b>Advising the library with the most recent books and periodicals that discuss the subject matter.</b></li> <li>• <b>Increase the use of online facilities (discussions, answer questions, etc.)</b></li> <li>• <b>Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</b></li> </ul>

Faculty or Teaching Staff: Yajdy Qattan

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

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mowfiq Oreijah

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

Date: 10-7-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurship and Innovation Practice (3-936)**

## Course Specifications

Institution	Umm Al-Qura University	Date of Report	November 2018
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurship and Innovation Practice (3-936)			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 3 <sup>rd</sup> level / 2 <sup>ND</sup> year			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	70
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	30
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>8. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Work effectively and professionally with others using innovative methods</li> <li>• Develop and analyze solutions to opportunities for entrepreneurship and innovation</li> <li>• apply entrepreneurial and innovation techniques critically to identify challenges</li> <li>• <b>understanding the process of creating and managing innovative organizations</b></li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: This course will help students to understand the basics of entrepreneurship and innovation. It will guide them to think critically, and analyse opportunities for entrepreneurship and innovation by applying frameworks and methodologies. It also provides them with the appropriate methods of solutions used by innovative companies. It focuses on the new innovative patterns adopted by successful firms.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Definitions and evolution of entrepreneurship and innovation	1	3
Role of innovation in entrepreneurship and organizational development	1	3
Innovation as a capability/ core competence	1	3
Understanding entrepreneurial and innovative individuals	1	3
Role of innovation in new growth firm creation	1	3
Role of innovation in established enterprise development	1	3
Role of innovation in high growth	1	3
Role of technology in innovation	1	3
Role of champions and culture in innovation	1	3
Product service innovation	1	3
Implementing innovation	1	3



Measuring innovation performance	1	3
----------------------------------	---	---

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	40			5		45
Credit	3					3

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Students will learn basic concepts to understand the process of innovation	Lectures & Discussions	Quizzes/Exams
1.2	Students will learn different kinds of innovation	Lectures & Discussions	Quizzes/Exams
1.3	Developed advanced knowledge about key processes necessary to bring new products and services to market and key challenges facing the entrepreneur at different stages	<ul style="list-style-type: none"> <li>- Case studies</li> <li>- Guest lectures</li> <li>- Tasks</li> </ul>	Presentation Assignment
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Prepare students to develop analytical and critical thinking	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
2.3	Dealing with problems and issues in the business environment in an innovative way	<ul style="list-style-type: none"> <li>- presentation</li> <li>- Tasks</li> <li>- Case studies</li> <li>- Guest lectures</li> <li>- Projects</li> </ul>	Exam Critical Thinking Project Exercises
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication skills and coordination among team members	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)
---

#### **E. Learning Resources**

1. List Required Textbooks Dodgson, M. Gann, D. and Salter A. <i>The management of technological innovation: strategy and practice</i> , Oxford University Press
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a> <a href="http://www.wdl.org/">http://www.wdl.org/</a> <a href="https://libsierra.uqu.edu.sa/">https://libsierra.uqu.edu.sa/</a>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- **PC connected to a data show for lectures and internet connection**

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

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Wajid Datta

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

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mousfeg Oresjeh

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

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Entrepreneurship and Small Business (3-1636)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>November 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: Entrepreneurship and Small Business (3-1636)			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: Elective – 2 <sup>nd</sup> year / 3 <sup>rd</sup> or 4 <sup>th</sup> level			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

<p>9. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Understand the dynamics of entrepreneurship and small business</li> <li>• Forms of ownership for small business</li> <li>• Managing and Organizing Small Business</li> <li>• Strategic management planning</li> <li>• Business plan creation</li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: The course is designed to help **course introduces students to the practical and specific aspects of how to operate a small business.** Steps in the entrepreneurial process will be covered: Decision to become an entrepreneur, developing successful business ideas, moving from an idea to an entrepreneurial firm, and managing and growing an entrepreneurial firm. **Students develop a comprehensive business plan. This includes operations and financial planning, raising capital, marketing and human resource planning together with leadership and time-management planning.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to small business management	2	6
Starting a New Business : The Concept: What Business Will I Be In?	1	3
Feasibility: How Do I Know It Will work?	1	3
Marketing: How Will I Get Customers?	1	3
Operations: How Will I Organize the Work?	1	3
Finances: How Will I Manage the Money?	1	3
Alternative Start-Up Methods o The Purchase Alternative: How Do I Buy (or Buy Into) an Existing Business?	1	3
The Franchise Alternative: How Do I Buy a Franchise?	1	3
The Family Firm Alternative: How Do I Take Over My Family's Business?	1	3
Small Business Management for the Long Term o Managing for Growth: How Can I Expand My Business?	1	3
Managing for Efficiency: How Will I Reduce Costs and Expenses?	1	3
Developing Entrepreneurship: How Can I Build and Apply My Skills?	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	40			5		45
Credit	3					3

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

**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.**  
**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Knows the concept of the small business and its characteristics, types and its economic and social importance	Lectures & Discussions	Quizzes/Exams
1.2	Understand the steps of starting small business, to planning and managing a profitable project	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Students will be able to fully explain what is going on about the establishment of SME	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Discuss the key project success criteria and common causes of small business failure	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Leadership that promotes participation and respect for ideas	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		5%

yyyy



2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50 %</b>
<hr/>			
	<b>Total</b>		<b>100 %</b>

#### 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)

#### E. Learning Resources

1. List Required Textbooks  
Project Management for Small Business- Joseph Phillips 2012 AMACOM  
Knowles, R. and Castillo, C., Small Business – An Entrepreneur’s Plan. 7th Enhanced Canadian Edition: Nelson Education, 2017
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  
  
<https://www.sdl.edu.sa/>  
<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### F. Facilities Required

- Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
    - **Lecture room**
  2. Computing resources (AV, data show, Smart Board, software, etc.)
    - **PC connected to a data show for lectures and internet connection**
  3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"><li>• <b>Regular attendance of students and complete all assignments must be noted.</b></li><li>• <b>Course evaluation by student.</b></li><li>• <b>Ask students questions directly to gauge their understanding to the materials presented in the lecture.</b></li></ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"><li>• <b>Peer consultation on teaching</b></li><li>• <b>Departmental council discussions</b></li><li>• <b>Electronic course evaluation to be completed by students</b></li></ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"><li>• <b>Considering students' feedback in every lecture to improve teaching processes.</b></li><li>• <b>Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</b></li><li>• <b>Developing means of presenting the subject's material to be more attractive to students.</b></li></ul>
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) <ul style="list-style-type: none"><li>• <b>Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</b></li><li>• <b>Assigning group of faculty members teaching the same course to grade same questions for various students.</b></li><li>• <b>Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</b></li><li>• <b>Check marking by an independent faculty member for students' final exam.</b></li></ul>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"><li>• <b>Advising the library with the most recent books and periodicals that discuss the subject matter.</b></li><li>• <b>Increase the use of online facilities (discussions, answer questions, etc.)</b></li><li>• <b>Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</b></li></ul>

Faculty or Teaching Staff: Wajdy Dattan

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mowfiq Oweijah

Signature: \_\_\_\_\_ Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurship Strategic Management (3-1036)**

bbbb

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>November 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Entrepreneurship Strategic Management (3-1036)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: <b>3<sup>rd</sup> level / 2<sup>ND</sup> year</b>			
6. Pre-requisites for this course (if any):			
7. Co-requisites for this course (if any):			
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="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

10. What is the main purpose for this course? <ul style="list-style-type: none"><li>• Evaluate the important concepts and techniques of strategic analysis, strategy process and the content of business and corporate strategy</li><li>• Critically, analyse different strategic concepts and tools</li><li>• Apply different strategic concepts and tools.</li><li>• Develop a number of key skills: communication, critical and problem analyses, team working and decision making.</li></ul>
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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

About the course: This course leads to the implementation of businesses in different environments and sectors. It will help graduates how to create and manage strategies. It will also guide to better understanding strategic principles, techniques and tools to assist them in enhancing firm performance. This module will provide an overview of issues relevant to corporate and business strategy. It will introduce major concepts and techniques of strategy formulation, strategic actions, strategic analysis, and strategy implementation.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Course Introduction: Defining Strategic Management	1	3
Organizational Direction and Purpose; Overall objectives	1	3
External Environmental Analysis (opportunities and threats); Social analysis; Ethical analysis	1	3
Internal Environmental Analysis; Core values; Core strengths; Identifying issues	1	3
Formulating Grand Strategy (corporate level); Matching strategies to company situation and environment	1	3
Developing business strategy (business level)	1	3
Institutionalizing Strategies; Structure; Organizational culture; Organizational leadership, Strategy implementation and control	1	3
Evaluation and control of strategy; Periodic review; Strategic adjustments	1	3

dddd


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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	43			2		45
Credit	3					3

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

**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.**

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Students will be able to understand the concepts, models and skills necessary for strategic management	Lectures & Discussions	Quizzes/Exams
1.2	Develop awareness of the impact of the environment on corporate strategies	Lectures & Discussions	Quizzes/Exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Critically discuss and evaluate management strategies	Lectures & Discussions	Critical Thinking Exercises & Group Project
2.2	Discussing and defining the principles of strategic management	Lectures & Research & Discussions	Critical Thinking Exercises & Group Project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Students will integrate thinking, communication and leadership processes to apply knowledge and interpersonal skills	Lectures & Research & Discussions	Quizzes/Exams & Group Project
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Students shall have the competency to leverage their personal skills and characteristics in business as entrepreneurs.	Lectures & Discussions	Critical Thinking Exercises
<b>5.0</b>	<b>Psychomotor</b>		

eeee

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
5.1	N/A		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Case Studies		<b>5%</b>
2	Assignments and tasks		<b>10%</b>
3	Midterm Exam		<b>20%</b>
4	Project Presentation		<b>15%</b>
5	Final Exam		<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)
---

#### **E. Learning Resources**

1. List Required Textbooks Strategic Management: Concepts and Cases (Arab World Editions) 1/e Ali, Al-Aali, David, Ali & Al Aali
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a> <a href="http://www.wdl.org/">http://www.wdl.org/</a> <a href="https://libsierra.uqu.edu.sa/">https://libsierra.uqu.edu.sa/</a>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> <li>• <b>Lecture room</b></li> </ul>

2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>• <b>PC connected to a data show for lectures and internet connection</b></li> </ul>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>• <b>Regular attendance of students and complete all assignments must be noted.</b></li> <li>• <b>Course evaluation by student.</b></li> <li>• <b>Ask students questions directly to gauge their understanding to the materials presented in the lecture.</b></li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> <li>• <b>Peer consultation on teaching</b></li> <li>• <b>Departmental council discussions</b></li> <li>• <b>Electronic course evaluation to be completed by students</b></li> </ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>• <b>Considering students' feedback in every lecture to improve teaching processes.</b></li> <li>• <b>Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</b></li> <li>• <b>Developing means of presenting the subject's material to be more attractive to students.</b></li> </ul>
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) <ul style="list-style-type: none"> <li>• <b>Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</b></li> <li>• <b>Assigning group of faculty members teaching the same course to grade same questions for various students.</b></li> <li>• <b>Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</b></li> <li>• <b>Check marking by an independent faculty member for students' final exam.</b></li> </ul>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> <li>• <b>Advising the library with the most recent books and periodicals that discuss the subject matter.</b></li> <li>• <b>Increase the use of online facilities (discussions, answer questions, etc.)</b></li> <li>• <b>Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</b></li> </ul>




Faculty or Teaching Staff: Hesham Malak

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Oreijeh

Signature: 

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Prototyping techniques and equipment (0-1-4)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Prototyping techniques and equipment</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="80%"/>
b. Blended (traditional and online)	<input checked="" 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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• <b>The course is designed to help students to transform their great business ideas to prototypes. The students will gain knowledge of build interactive prototypes to express and study their ideas</b></li> </ul>
<p>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)</p> <p><b>Hosting distinguished speakers in the field</b>  <b>add more practical elements to enrich decision making</b>  <b>to take into consideration the results of recent research published in scientific journals</b></p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course is designed to assist students in the actual application of modeling for some engineering systems. and equip them with the necessary skills to build an advanced model and deal with random variables.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>Learning week. Introduction to Prototyping in Design Research</b>	<b>1</b>	<b>3</b>
<b>Prototyping in design research</b>	<b>2</b>	<b>6</b>
<b>Introduction to electronics, sensor and actuator technology, elementary software</b>	<b>2</b>	<b>6</b>
<b>Software and concept development</b>	<b>2</b>	<b>6</b>
<b>Choosing concepts for prototyping</b>	<b>1</b>	<b>3</b>
<b>prototyping</b>	<b>1</b>	<b>3</b>
<b>planning user tests</b>	<b>1</b>	<b>3</b>
<b>preparing the prototype</b>	<b>1</b>	<b>3</b>
<b>user test and analysis</b>	<b>1</b>	<b>3</b>
<b>Final presentations: user research, concepts, processes, prototypes, user tests</b>	<b>1</b>	<b>3</b>

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	<b>30</b>			<b>15</b>		<b>45</b>

kkkkk

Credit	3				3
--------	---	--	--	--	---

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------

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

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. 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand the importance of prototyping	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	get an idea of the most important philosophies of prototyping	– Direct learning (lecture) – Case study	– Tests – analysis
1.3	learn to study the prototyped ideas in field conditions	– Direct learning (lecture) – Case study	– Tests – analysis
1.4	learn cross-disciplinary research in a challenging environment	– Direct learning (lecture) – Case study	– Tests – analysis
1.5	understand the basics of microcontroller and programming its use needs	– Direct learning (lecture) – Case study	– Tests – analysis
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– . Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis –
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study	– Tests – analysis –
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– Direct learning (lecture) – Case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– Direct learning (lecture) – Case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– Presentation – Case study	– Discussion – presentation.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	Develop the ability to search for information using the Internet	– assignments	– Discussion – presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm exam	7	20%
2	Presentation	13	10%
3	Case study and assignment	2,4,6,8,10	10%
4	Attendance and participation	semester	10%
5	Final exam	15	50%
	<b>Total</b>		<b>100%</b>

#### **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)

**Office hours: 6 hours / week**

#### **E. Learning Resources**

1. List Required Textbooks

**The course material is mainly collected from research papers and web notes.**

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

**Additional textbooks, lecture notes, and research papers will be suggested by the lecturer during the course**

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

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

mmmmm

## 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.)
  - **Lecture room**

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

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

## G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  -

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

- **Through the results of the tests, presentation and discussion.**
- **during the lecture-discussions**
- **during the lecture-assessment preparation period of duties, researches and panel discussions**

- 3 Processes for Improvement of Teaching

- **Encouraging self-learning processes-**
- **encouraging students to deliver a speech**
- **-encourage students to group discussions**

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)

- **Periodically to correct tests or samples of assignments with faculty members from another institution): Review a sample of the answers by a committee appointed by the Department**

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

Faculty or Teaching Staff: Majdy Qattan

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mowfiq Oreijeh

Signature: \_\_\_\_\_ Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Leading Effective Teams (0-1-5)**



## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department	.		

### A. Course Identification and General Information

1. Course title and code: <b>Leading Effective Teams-015</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/> x	What percentage?	<input type="checkbox"/> <b>80%</b>
b. Blended (traditional and online)	<input type="checkbox"/> X	What percentage?	<input type="checkbox"/> <b>20%</b>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments: <b>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• <b>The main objective of this course is helping students to build highly effective teams. It will introduce students to the skills that they need to maximize innovation and high-quality performance. Variety of topics such as leadership, teams, and learning communities.</b></li> </ul>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This course is designed to familiarize students with the importance of building an effective team to help students build highly effective teams. It provides graduates with the skills they need to achieve maximum innovation and high-quality performance. It highlights a variety of topics such as leadership, task forces and learning communities.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction	1	3
Team concept	1	3
Building teams	1	3
Effective communication	1	3
challenges	1	3
The power of influencing	1	3
<b>Leadership skills</b>		
Decision making	1	3
<b>Leading a team</b>		
Team management	1	3
stimulation	1	3
Default teams	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------

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

**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.**  
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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Students will learn the basic concepts to understand the effective team and to improve team performance.	– Direct learning (lecture) – Self-Learning (online tutorials)	– tests – Presentation
1.2	Students will learn the effective skills of building teams	– Direct learning (lecture) – Self-Learning (online tutorials)	– tests – Presentation
	Students will learn tools that help individuals to be an effective team member	– Direct learning (lecture) – Self-Learning (online tutorials)	– Tests –
	Students will • Effective communication tools to develop positive interactions	– Direct learning (lecture) – Self-Learning (online tutorials)	– Tests –
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information,	– Interactive learning (dialogue & discussion) – Indirect learning (problem solving)	– Assignments and tasks. – Presentation.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– Indirect learning (problem solving) – Self-learning	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– Indirect learning (problem solving) – Self-learning/	– Direct observation.
<b>5.0</b>	<b>Psychomotor</b>		
5.1			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm exam.	7 ..	20%
2	presentation.	13	10%
3	Lecturing and assignments.	2,4,6,8,10	10%
4	Attendance and participation.		10%
5	Final exam	15	50
	Total		100%

#### 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)

**Office hours: 6 hours / week/ contact via e-mail**

#### E. Learning Resources

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

- **Levi, Daniel (2014). Group Dynamics for Teams (5th Edition). Los Angeles, California: Sage Publications. ISBN: 978-1-4833-7834**

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

- 

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

<https://www.sdl.edu.sa/>  
<http://www.wdl.org/>  
<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

**Projector**

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

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"><li>• <b>Regular attendance of students and complete all assignments must be noted.</b></li><li>• <b>Course evaluation by student.</b></li><li>• <b>Ask students questions directly to gauge their understanding to the materials presented in the lecture.</b></li></ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"><li>• <b>Peer consultation on teaching</b></li><li>• <b>Departmental council discussions</b></li><li>• <b>Electronic course evaluation to be completed by students</b></li></ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"><li>• <b>Considering students' feedback in every lecture to improve teaching processes.</b></li><li>• <b>Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.</b></li><li>• <b>Developing means of presenting the subject's material to be more attractive to students.</b></li></ul>
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) <ul style="list-style-type: none"><li>• <b>Pop-questions at the beginning of the lecture about the previous one would refer to their standard.</b></li><li>• <b>Assigning group of faculty members teaching the same course to grade same questions for various students.</b></li><li>• <b>Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.</b></li><li>• <b>Check marking by an independent faculty member for students' final exam.</b></li></ul>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"><li>• <b>Advising the library with the most recent books and periodicals that discuss the subject matter.</b></li><li>• <b>Increase the use of online facilities (discussions, answer questions, etc.)</b></li><li>• <b>Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.</b></li></ul>

Faculty or Teaching Staff: Wajdy Dattan

Signature: [Signature] Date Report Completed: \_\_\_\_\_

Received by: [Signature] Dean/Department Head Dr. Mawffag Oreijah

Signature: [Signature] Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurship in Healthcare (0-1-7)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department	.		

### A. Course Identification and General Information

1. Course title and code: <b>Entrepreneurship in Healthcare 017</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester Two</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>
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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

B Objectives

1. What is the main purpose for this course? <b>This course is designed to help students identify business opportunities and improve health care through innovation and problem solving. It helps them to acquire that Innovative start-ups are utilizing new technologies to offer solutions that improve quality, lower costs, and streamline access to healthcare services..</b>
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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course is designed to familiarize students with the importance of improving healthcare sector for entrepreneurs and to understanding their role in accordance. The student is provided with the skills needed to reach innovative entrepreneurial ideas that serve and improve the health sector.**

General introduction	1	3
Structure and current issues in the healthcare system	1	3
Health problems, trends, opportunities, and projects	1	3
improving: Patient, physician and service provider	1	3
health facilities and economics	1	3
capital financing new healthcare ventures	1	3
User designing and experiencing for products/ medical services	1	3
Challenges in healthcare field	1	3
Emerging technologies and their role in the transition of health sector	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------



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

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.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Students will learn basic concepts to understand entrepreneurship in healthcare.	- Direct learning (lecture) - Self-Learning (online tutorials)	- test - analysis
1.2	Students will be able to combine entrepreneurship and innovation in introducing healthcare.	- Direct learning (lecture) - Self-Learning (online tutorials)	- test - analysis
1.3	Students will be able to prepare a creative and innovative plan in this field	- Direct learning (lecture) - Self-Learning (online tutorials)	- test - analysis
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	- Direct learning (lecture) - Self-Learning (online tutorials) - homework	- Assignments and tests. - analysis.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	communication and coordination skills among team members.	- Direct learning (lecture) - Self-Learning	- discussion - Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<b>utilizing new technologies to offer solutions for innovative start-ups</b>  Develop the ability to search for information by the use of the Internet	- assignments - E-learn	- discussion - Presentation.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

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	Required assessment Tasks (example: Test, group project, essay writing, speech, oral presentation, notes..... etc		
2	Midterm exam	7	20%
3	presentation	13	10%
4	Assignments and case study.	2,4,6,8,10	10%
5	Attendance and participation	semester	10%

	<b>Final exam</b>	<b>15</b>	<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)

**Office hours: 2 hours / week**

#### **E. Learning Resources**

1. List Required Textbooks

- **Essentials of Management for Healthcare Professionals by Hari Singh**

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

●

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

●

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

#### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

●

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

●

#### **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **questionnaires, opinion polls and statistics of percentages**
- **receive enquiries via email**

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

- **tests results**

<ul style="list-style-type: none"> <li>● discussing and evaluating assignments during the lecture</li> <li>● Observing students researches and assignments</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>● Encouraging self-learning.</li> <li>● encouraging students to deliver a speech and introduce presentations.</li> <li>● encouraging group discussion.</li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>● Reviewing samples of the answers by a committee in the department</li> </ul>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>●</li> </ul>

Faculty or Teaching Staff: Wajdy Dattan

Signature: [Signature] Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mouffag orejjah

Signature: [Signature] Date: 10-3-19

**This course is designed to help students identify business opportunities and improve health care through innovation and problem solving.**



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications  
(CS)**

**Design thinking and innovation (3-0-2)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Design Thinking and innovation -302</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:			
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>
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?
  - **This course will help graduates to find a solution and navigate through complex problems by delivering new products or services to the market. Design Thinking transforms the way of perceiving and solving a variety of issues. Also, it establishes innovation as a core part of the business practices**
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)
  - **Hosting distinguished speakers in the field**
  - **adding more practical elements to enrich the decision**
  - **taking into consideration the results of recent research published in scientific journals**

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This course is designed to familiarize students with the importance of design innovation as a key engine for value creation and economic growth. Design thinking also helps them change the way they perceive and solve a variety of issues and stimulates them to innovate as an essential part of business practices.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
introduction	1	3
design processes	1	3
designing conception	1	3
design vision	1	3
design criteria	1	3
brainstorming	1	3
conceptual development	1	3
Test hypotheses	1	3
building prototype	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

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

**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.**

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	•Understanding the Design Thinking mind-set	– Direct learning (lecture) – Case study	– Tests – Presentation
1.2	•Understanding key methodological tools	– Direct learning (lecture) – Case study	– Tests – Presentation
1.3	•Developing an innovative solution to a problem	– Direct learning (lecture) – Case study	– Tests – Presentation –
1.4	•Identifying an opportunity through innovation	– Direct learning (lecture) – Case study	– Tests – Presentation
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	<b>Midterm exam</b>	<b>7</b>	<b>20%</b>
2	<b>presentation</b>	<b>13</b>	<b>10%</b>
3	<b>Case study and assignments</b>	<b>2.4.6.8.10</b>	<b>10%</b>
4	<b>Attendance and participation</b>	<b>semester</b>	<b>10%</b>
5	<b>Final exam</b>	<b>15</b>	<b>50%</b>
	<b>Total</b>		<b>100%</b>

#### **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)

**Office hours: 2 hours / week**

#### **E. Learning Resources**

1. List Required Textbooks

**Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, The Designing for Growth Field Book: A Step-by-Step Project Guide (New York: Columbia University Press, 2014).**

**Jeanne Liedtka and Tim Ogilvie, Designing for Growth: A Design Thinking Tool Kit for Managers (New York: Columbia University Press, 2011) (referred to below as Designing for Growth).**

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

•

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

•

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>



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

**F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

- 

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

- 

**G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- 

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

- 

3 Processes for Improvement of Teaching

- 

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- 

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

Faculty or Teaching Staff: Wajdy Qattan

Signature: [Signature]

Date Report Completed: \_\_\_\_\_

Received by: [Signature]

Dean/Department Head Dr. Mouffag Orayh

Signature: [Signature]

Date: 10-3-19



Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurship Growth Strategies (0-1-2)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Entrepreneurship Growth Strategies -(012)</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

1. What is the main purpose for this course? <ul style="list-style-type: none"> <li>• <b>This course aims to provide students with global growth strategies and implement them in global markets.</b></li> </ul>
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) <ul style="list-style-type: none"> <li>• <b>Hosting distinguished speakers in the field.</b></li> <li>• <b>add more practical elements to enrich the decision</b></li> <li>• <b>taking into consideration the results of recent research published in scientific journals</b></li> </ul>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

**This module provides graduates with a practical foundation in the skills necessary to present a clear and concise business report. Considering global strategies for growth and its implementation in global markets is the central issue in this module. This course will help graduates to obtain sustainable and successful growth needed for entrepreneurs and innovators. It will lead to understanding the strategic techniques which can be used to overcome the challenges at different stages of venture's growth. The importance of a clear dynamic strategy, appropriate to the growth life cycle, will be also stressed in this module.**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to growth strategy restructuring	1	3
Diversification strategy	1	3
integration	1	3
product and service development	1	3
innovation	1	3
mergers and acquisitions alliances	1	3
international expansion	1	3
restructuring	1	3

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45

Credit	2.5	.5			3
--------	-----	----	--	--	---

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------

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

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.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	•demonstrate knowledge and understanding of types and stages of growth in different contexts	– Direct learning (lecture) – Case study	– Tests – analysis
1.2	•apply the suitable theoretical concepts, techniques, models, and tools that facilitate the strategies for growth	– Direct learning (lecture) – Case study	– Tasks – analysis
1.3	•evaluate strategies for growth in an integrative insight including strategy, finance, entrepreneurship, and international business.	– Direct learning (lecture) – Case study	– Tests – analysis –
1.4	•Demonstrate the strategic techniques used to meet the challenges at different stages of venture's growth	– Direct learning (lecture) – Case study	– Tests – analysis –
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.2	Prepare students to develop analytical and critical thinking	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
2.3	The ability to summarize the facts given in the case study	– Direct learning (lecture) – Case study – assignments	– Tests – analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	– direct learning – case study	– Discussion – Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	– direct learning – case study	– Discussion – Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	– direct learning – case study	– Discussion Presentation
4.2	Develop the ability to search for information using the Internet	– assignments	– Discussion Presentation

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
5.0	Psychomotor		
5.1	Not applicable		

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
Midterm exam	7	20%
presentation	13	10%
Case study and assignments	2.4.6.8.10	10%
Attendance and participation	semester	10%
Final exam	15	50%
<b>Total</b>		<b>100%</b>

#### 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)

**Office hours: 6 hours / week**

#### E. Learning Resources

1. List Required Textbooks

The course pack contains cases and other material that will be discussed in the lectures

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

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

•

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

<https://www.sdl.edu.sa/>

<http://www.wdl.org/>

<https://libsierra.uqu.edu.sa/>

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

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

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

- 

## **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Wajdy Dattan

Signature:  Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head Dr. Mouffag Dreijuh

Signature:  Date: 10-3-19





Kingdom of Saudi Arabia  
Ministry of Education  
**Umm Al-Qura University**

**Course Specifications**  
**(CS)**

**Entrepreneurial Leadership (3-0-7)**

## Course Specifications

Institution	<b>Umm Al-Qura University</b>	Date of Report	<b>October 2018</b>
College/Department			

### A. Course Identification and General Information

1. Course title and code: <b>Entrepreneurial Leadership-307</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered:		<b>Semester</b>	
6. Pre-requisites for this course (if any):		<b>None</b>	
7. Co-requisites for this course (if any):		<b>None</b>	
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="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
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>The candidate will be asked to attend traditional classes and online tutorials.</b>			

## B Objectives

1. What is the main purpose for this course?
  - **This course provides students with the basic skills needed by entrepreneurs for leading and managing a team.**
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)
  - **Hosting distinguished speakers in the field.**
  - **add more practical elements to enrich the decision**
  - **taking into consideration the results of recent research published in scientific journals**

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

The primary outcome of the entrepreneurship is the creation of a value. This might be by delivering a product or service to customers. Throughout the process of creation, the entrepreneurs must lead some practices like **motivating and managing a team**. The success of new ventures not only requires attractive opportunities but also demonstrating a high level of leadership skills.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to Leadership	1	3
Ways of leadership- Charisma	1	3
Kinds of entrepreneurs -challenges	1	3
Influencing- Politics and leadership ethics	1	3
<b>teamwork management</b>	1	3
Motivation and training skills	1	3
creative leader	1	3
communication, negotiation and conflict	1	3
leadership in a diverse environment	1	3

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	37.5	7.5				45
Credit	2.5	.5				3

3. Additional private study/learning hours expected for students per week.	4 hours weekly
--	----------------

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

**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.**  
**Every course is not required to include learning outcomes from each domain.**

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	•Ways to evaluate theories that support entrepreneurship	- Direct learning (lecture) - Case study	- Tests - analysis
1.2	•Understand and gain elements that entrepreneurial leaders should adopt	- Direct learning (lecture) - Case study	- Tasks - analysis
1.3	•Understand the role of the leader to drive growth and innovation	- Direct learning (lecture) - Case study	- Tests - analysis -
1.4	•Entrepreneurial behavior that leader can apply in different business situations	- Direct learning (lecture) - Case study	- Tests - analysis -
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to search for and identify relevant information	- Direct learning (lecture) - Case study - assignments	- Tests - analysis
2.2	Prepare students to develop analytical and critical thinking	- Direct learning (lecture) - Case study - assignments	- Tests - analysis
2.3	The ability to summarize the facts given in the case study	- Direct learning (lecture) - Case study - assignments	- Tests - analysis
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication and coordination skills among team members	- direct learning - case study	- Discussion - Presentation
3.2	Acquiring the skills and art of dialogue and accepting the opinions of others	- direct learning - case study	- Discussion - Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Show the ability to easily communicate ideas to others	- direct learning - case study	- Discussion Presentation
4.2	Develop the ability to search for information using the Internet	- assignments	- Discussion ntation

<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>		
<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
<b>Midterm exam</b>	<b>7</b>	<b>20%</b>
<b>presentation</b>	<b>13</b>	<b>10%</b>
<b>Case study and assignments</b>	<b>2.4.6.8.10</b>	<b>10%</b>
<b>Attendance and participation</b>	<b>semester</b>	<b>10%</b>
<b>Final exam</b>	<b>15</b>	<b>50%</b>
<b>Total</b>		<b>100%</b>

#### **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)
<b>Office hours: 6 hours / week</b>

#### **E. Learning Resources**

1. List Required Textbooks Leadership: Research Findings, Practice and Skills (7th edition) by Andrew J. DuBrin, published by South-Western – Cengage Learning
2. List Essential References Materials (Journals, Reports, etc.) •
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) •
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <a href="https://www.sdl.edu.sa/">https://www.sdl.edu.sa/</a> <a href="http://www.wdl.org/">http://www.wdl.org/</a> <a href="https://libsierra.uqu.edu.sa/">https://libsierra.uqu.edu.sa/</a>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture room**

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

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

- 

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Regular attendance of students and complete all assignments must be noted.**
- **Course evaluation by student.**
- **Ask students questions directly to gauge their understanding to the materials presented in the lecture.**

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

- **Peer consultation on teaching**
- **Departmental council discussions**
- **Electronic course evaluation to be completed by students**

3 Processes for Improvement of Teaching

- **Considering students' feedback in every lecture to improve teaching processes.**
- **Meetings with other faculties and peers to discuss opinions and ideas on how to improve and to teach specific topics.**
- **Developing means of presenting the subject's material to be more attractive to students.**

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)

- **Pop-questions at the beginning of the lecture about the previous one would refer to their standard.**
- **Assigning group of faculty members teaching the same course to grade same questions for various students.**
- **Inviting a guest-lecture specialized in their subject area and stimulates a dialogue between him/her and the students to measure their responses to specific questions.**
- **Check marking by an independent faculty member for students' final exam.**

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

- **Advising the library with the most recent books and periodicals that discuss the subject matter.**
- **Increase the use of online facilities (discussions, answer questions, etc.)**
- **Involving students in preparing parts of the lectures beforehand and giving their feedback about the content at the beginning of the lecture.**

Faculty or Teaching Staff: Dr. Mouffag Orejda

Signature: 

Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_

Dean/Department Head Dr. Mouffag Orejda

Signature: 

Date: 10-3-19