# National Commission for Academic

# Accreditation & Assessment

# Course Specification

## Feasibility of Administrative and Financial Sciences

**Revised October 2013**

**12/1434 Hijri**

# Course Specification

***For Guidance on the completion of this template , please refer to Handbook 2 of Internal Quality Assurance Arrangements***

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|---|---|
| Institution | Al- Baha University, KSA |
| College/Department | Faculty of Administrative and Financial Sciences |

## A Course Identification and General Information

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| 1. Course title and code: Feasibility Study and Project Evaluation |
| Course Code: 16011701 |
| 2. Credit hours: 3Hrs |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs)<br>Business Administration |
| 4. Name of faculty member responsible for the course<br>Dr.AMAL ABOZEID |
| 5. Level/year at which this course is offered: level 4 1st Semester |
| 6. Pre-requisites for this course (if any) No |
| 7. Co-requisites for this course (if any) No |
| 8. Location : TBA |
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## B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is a general introduction to Economic Feasibility as an information development and communication function that supports economic-decision making. Students will become familiarized with fundamental economic concepts, terms, and procedures; project identification and scheduling, evaluating and identifying design constraints including economic; environmental; sustainability; ethical; health and safety; social and political considerations.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.

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

1 Topics to be Covered

| List of Topics | No of Weeks | Contact hoursh |
|---|---|---|
| Course Introduction : Project Feasibility and Proposal | 2 | 6 |
| Organizational session, course outline, engineering design principles and projects topics | 2 | 6 |
| Project Planning | 2 | 6 |
| Project scheduling, time management, project management | 2 | 6 |
| Project execution | 2 | 6 |
| Controlling projects | 2 | 6 |
| Library/internet search training, literature search strategies | 2 | 6 |
| Design of experiments – important variables affecting design and quality | 2 | 6 |

| 2 Course components (total contact hours per semester): | | | | |
|---|---|---|---|---|
| Lecture:32 hrs | Tutorial: | Laboratory | Practical/Field work/Internship | Other: Assignments |

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

**a. Knowledge**

(i) Description of the knowledge to be acquired

Upon completion of course, students will be able to understand basic concepts of business planning, project management, and decision-making, which will help students prepare the feasibility study for any given project design; understand project identification and scheduling, evaluating and identifying design constraints including economic; environmental; sustainability; ethical; health and safety; social and political considerations

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a

specific length is not mandated, responses should be well thought out and add value to the class discussion. Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts

**b. Cognitive Skills**

(i) Description of cognitive skills to be developed

Upon completion of course, students will be able to analyze a complex studies involving multiple conflicting professional and ethical interests to determine an appropriate course of action; identify likely global, economic, environmental, and societal impacts of a specific, relatively constrained, engineering solution; explain fundamental concepts of management, business, public policy, and leadership, and the importance of professional licensure.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion. Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**c. Interpersonal Skills and Responsibility**

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision making, and problem solving

processes to accomplish tasks and fulfil responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behaviour that is appropriate for the business professional in today's society

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(ii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making 6 judgments or taking personal actions and demonstrate effective listening and feedback.

**d. Communication, Information Technology and Numerical Skills**

(i) Description of the skills to be developed in this domain.

Upon completion of course, students will be able to demonstrate written, oral, and graphic communications; demonstrate enhanced interpersonal skills through collaboration experiences and extensive teamwork; incorporate specific contemporary issues into the identification, formulation, and solution of a specific engineering problem plan, execute, evaluate, and implement a project in its entirety based on the proposed design/research objectives; demonstrate reporting and presenting the project to an audience; demonstrate ability to identify, evaluate, plan, promote, coordinate, and complete a project of his/her own, with faculty supervision.

(iii) Teaching strategies to be used to develop these skills

The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.

(iv) Methods of assessment of students numerical and communication skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**e. Psychomotor Skills (if applicable)**

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| (i) Description of the psychomotor skills to be developed and the level of performance required |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students psychomotor skills |

5. Schedule of Assessment Tasks for Students During the Semester

| Assessment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
|---|---|---|---|
| 1 | Discussion Questions | | 10% |
| 2 | Short Assignments | | 10% |
| 3 | Quizzes | 4,8 | 10% |
| 4 | Examination I | 6 | 10% |
| 5 | Examination II | 12 | 10% |
| 6 | Final Examination | 17 | 50% |

## D.Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Instructor will be available for student consultation and academic advice on Saturdays, Mondays, and Wednesdays between the hours of 1:00- 2:30pm. Additional assistance by appointment only.

## E Learning Resources

1. Required Text(s)

Project Management Case Studies by Harold Kerzner

2. Essential References

Project Risk Management Guidelines: Managing Risk in Large Projects and Complex Procurements by Dale F. Cooper, Stephen Grey, Geoffrey Raymond, and Phil Walker

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Fortune Magazine

Forbes Magazine

Barons The Economist Business Week Wall Street Journal Harvard Business Review Human Resource Management Journal International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary or Collins Dictionary and a Thesaurus Economic Feasibility of Projects: Managerial and Engineering Practice by S. L. Tang Economic Feasibility of Projects by Lam

4-.Electronic Materials, Web Sites etc

http://www.business.com/search/rslt_default.asp?vt=all&type=web&query=economic+feasibility+of+projects

5- Other learning material such as computer-based programs/CD, professional standards/regulations
Internet Explorer, version 6.x or above, and Windows Media Player, version 10 or above. (Version 9 of Windows Media Player may be used only if using Windows 2000 or earlier operating system). The use of an updated version of Internet Explorer is strongly recommended in order to view Windows Media Player

## F. Facilities Required

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

1. Accommodation (Lecture rooms, laboratories, etc.)
   Classes will be held in classroom in conjunction with business computer laboratory, and will accommodate approximately twenty-five (25) students. An appropriate number of computers and desk must be available for each student.

2. Computing resources

Students will have access to Microsoft Excel, Microsoft Access, and Microsoft Office systems.

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) Business computer laboratory must encompass twenty-five (25) student workstations, network printer, and scanners for student use.

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of

learning resources and support.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.

3 Processes for Improvement of Teaching

Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.

3. Processes for Verifying Standards of Student Achievement (eg. 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)

To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.

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

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.