



# Program Specification

**Program Name: Finance and Banking-FIN**

**Qualification Level :Bachelor - Level 7**

**Program: Finance and Banking**

**College: College of Business**

**Institution: Dar Al Uloom University**

**Academic Year : 2020/2021**

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>
Dar Al Uloom University Main Campus, Exit 7, Riyadh
<b>2. Branches Offering the Program:</b>
NA
<b>3. Reasons for Establishing the Program:</b> (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
<p>Growing employment opportunities in a variety of corporate, nonprofit, and government settings make finance an exciting and rewarding career. When combined with the obvious benefit to everyday financial decision-making skills, a finance degree could be a smart decision for those seeking a career in business.</p> <p>In parallel to the realization of the SAUDI VISION 2030, the phase of technology and digital transformation, the country has witnessed an economic boom with mega projects been taken up in public services, education, banking, real estate, health care, sports, entertainment etc. These development projects and the vigor with which these changes are happening in the Saudi market and its business environment, has indeed opened the enormous employment opportunities for graduates at various Public &amp; Private Organisation. The program will provide, well educated, trained and skilled graduates to the society, thereby bridging the demand and supply gap in the Saudi Labor market, and reducing the rate of unemployment of the Saudis. This will in turn enable the Saudi Arabian labor market to effectively implement Saudization strategy by lowering its dependency on foreign work force.</p>
<b>4. Total Credit Hours for Completing the Program: (FINANCE AND BANKING )</b>
137 credit hours
<b>5. Learning Hours:</b> The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)
2096 contact hours + 3424 self-learning = 5520
$(131*16)^1 + (14*3*16)^2 + (33*4*16)^3 + (8*5*16)^4$
<sup>1</sup> Contact hours (131 credit hours*16 week =2096) Self-Learning:
<ul style="list-style-type: none"><li><sup>2</sup> UPP courses self-learning (14 course * 3 hours * 16 week)</li><li><sup>3</sup> College and Core courses self-learning (33 credit hours*3 hours *16 week)</li><li><sup>4</sup>Cooperative training (8 hours *5 days*16weeks)</li></ul>
<b>6. Professional Occupations/Jobs:</b>

<sup>1</sup> Contact hours

<sup>2</sup> UPP courses self-learning

<sup>3</sup> College and Core courses self-learning

<sup>4</sup> Cooperative training

Finance program prepares student for the following career path:

- Financial Manager
- Financial Analyst
- Financial services sales representative or officer
- Financial Advisor
- Financial Planner
- Credit Analyst
- Loan Officer
- Budget Analyst
- Stockbroker
- Actuary
- Bank Teller
- Revenue specialist
- Insurance specialist
- Property and real estate appraisers

**7. Major Tracks/Pathways(if any): NA**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.		
2.		

**8. Intermediate Exit Points/Awarded Degree(if any): NA**

Intermediate exit points/awarded degree	Credit hours
1.	
2.	
3.	

**B. Mission, Goals, and Learning Outcomes**

**1. Program Mission:**

" Offer academic excellence of finance and banking education, develop multi-skilled finance students who are well equipped with the ability and skills to analyze and solve finance and banking challenges."

**2. Program Goals:**

**FIN Goal 1:** Offer a curriculum that imparts Finance and Banking knowledge, train and build skills sets to enhance students' employability and competencies to face the dynamic business environment.

**FIN Goal 2:** Elevate the quality of teaching-learning process by adopting standards practices, through highly qualified teachers within an innovative and conducive learning environment.

**FIN Goal 3:** Facilitate a collaborative research environment to enhance students' research skills.

**FIN Goal 4:** Improve the quality of the program to meet national accreditation.

**FIN Goal 5:** Strengthen students' career development opportunities through engagement in community service and extra-curricular activities.

**3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.**

### Correlation of COB and FIN program missions:

The mission of COB is: “To maintain excellence in business education, research and community service in the Kingdom of Saudi Arabia with a supportive and constructive environment, in order to contribute to the socio-economic growth of the Kingdom with highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community”.

The program mission statement is “Offer academic excellence of finance and banking education, develop multi-skilled finance students who are well equipped with the ability and skills to analyze and solve finance and banking challenges.”

These two missions are correlated in their aspects with a focus on education, research and community service. Indeed, the COB and FIN program missions are appropriate in providing supportive and constructive environment in which the FIN program prepare highly qualified, distinctive and competent finance managers.

### Correlation between Program mission and Goals

Department Goals/ Program Goals	FIN Program Mission
<b>FIN program Goal 1:</b> Offer a curriculum that imparts Finance and Banking knowledge, train and build skills sets to enhance students’ employability and competencies to face the dynamic business environment. <b>FIN program Goal 4:</b> Improve the quality of the program to meet national accreditation	Offer academic excellence
<b>FIN program Goal 2:</b> Elevate the quality of teaching-learning process by adopting standards practices, through highly qualified teachers within an innovative and conducive learning environment.	develop multi-skilled finance students who are well equipped with the ability and skills
<b>FIN program Goal 3:</b> Facilitate a collaborative research environment to enhance students’ research skills	analyze and solve finance and banking challenges
<b>FIN program Goal 5:</b> Strengthen students’ career development opportunities through engagement in community service and extra-curricular activities.	multi-skilled finance students

### 4. Graduate Attributes:

Finance Program aims to achieve the following FIN Graduate Characteristics:

1. Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
2. Recognize the provisional nature of Finance and Banking and take this into account in investigating and proposing solutions to academic or professional issues;
3. Apply the theoretical insights and methods of inquiry from Finance and Banking in considering issues and problems in other contexts;
4. Participate in activities to keep up to date with developments in Finance and Banking and continue to enhance their own knowledge and understanding;
5. Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments.
6. Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

### **5. Program learning Outcomes\***

#### **Knowledge:**

<b>K1</b>	Possess a comprehensive, coherent, and systematic body of knowledge in finance and banking and the underlying principles and theories associated with it.
<b>K2</b>	Demonstrate sound knowledge related to financing, avenues of investments, financial planning techniques, and investment decisions for individuals, firms and government organizations.
<b>K3</b>	Discuss the structure of financial markets & institutions and their role in international trade, financial & non-financial risks, insurance and enterprise risk management (ERM).
<b>K4</b>	Aware of the financial tools & techniques and explicit different measures related to investments in the field of finance in order to make financial decisions.

#### **Skills**

<b>S1</b>	Analyze and evaluate business environment affecting financial decisions and develop strategic solutions in corporate finance and banking sectors.
<b>S2</b>	Examine and analyze various financial methods relating to finance and banking in order to propose solutions for various practical problems.
<b>S3</b>	Investigate relatively complex problems and recommend creative and innovative solutions taking account of relevant finance and banking theoretical knowledge and practical experience, and the consequences of decision making.

#### **Competence**

<b>C1</b>	Contribute to and facilitate constructive resolution of issue in group or team situations, whether in a leadership role or as a member of a group
<b>C2</b>	Demonstrate entrepreneurial skills, integrity, responsibility and independent decision-making skills.
<b>C3</b>	Use appropriate information technology to generate financial reports and transfer the information to support business decisions.
<b>C4</b>	Demonstrate enhanced numerical skills, and the ability to work with a statistical and research tools in the areas of business.
<b>C5</b>	Demonstrate written and oral communication skills appropriate for business situations.

\* Add a table for each track and exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	14	35	26%
	Elective	-	-	-
College Requirements	Required	17	51	38%
	Elective	2	6	4%
Program Requirements	Required	11	33	24%
	Elective	2	6	4%
Capstone Course/Project		-	-	-
Field Experience/ Internship		1	6	4%
Others				
<b>Total</b>		<b>47</b>	<b>137</b>	<b>100%</b>

\* Add a table for each track (if any)

### 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	CT1400	Computer Skills	Required	EFC	3	Institution
	ARAB100	Arabic Language Writing	Required	EFC	2	Institution
	MATH100	Elementary Mathematics	Required	EFC	4	Institution
	ENGL111	A2 Waystage Listening & Speaking I	Required	ENGL002	3	Institution
	ENGL112	A2 Waystage Grammar	Required	ENGL003	2	Institution
	ENGL113	A2 Waystage Reading & Writing I	Required	ENGL001 ENGL004	3	Institution
	EPH1500	Health and Physical Education	Required	EFC	1	Institution
Level 2	ARAB103	Arabic Language Skills	Required	ARAB1100	2	Institution
	SKL1450	University Skills	Required	EFC	3	Institution
	ENGL1121	B1 Threshold Listening and Speaking II	Required	ENGL1111	3	Institution
	ENGL1122	B1 Threshold Integrated English Language	Required	ENGL1112	2	Institution
	ENGL1123	B1 Threshold Reading and Writing II	Required	ENGL1113	3	Institution
	MATH1121	Business Mathematics	Required	MATH1100	3	College
	ISLM1101	Islam and Society Building	Required	EFC	2	Institution
	ACCT1211	Principles of Accounting	Required	MATH1121	3	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 3				ENGL112 3		
	ECON1 211	Principles of Microeconomics	Required	ENGL112 1 MATH112 1	3	College
	STAT12 11	Business Statistics I	Required	MATH112 1	3	College
	MGT12 11	Principles of Management	Required	ENGL112 1	3	College
	MKT12 11	Principles of Marketing	Required	ENGL112 3	3	College
Level 4	ACCT12 21	Principles of Cost and Management Accounting	Required	ACCT121 1	3	College
	ECON1 221	Principles of Macroeconomics	Required	ECON121 1	3	College
	MIS122 1	Management Information Systems	Required	ENGL112 2	3	College
	STAT12 21	Business Statistics II	Required	STAT1211	3	College
	FIN1221	Principles of Finance	Required	ACCT121 1 MATH112 1	3	College
	SKL145 1	Leadership and Teamwork	Required	SKL1450	2	Institution
Level 5	ACCT 1311	Intermediate Accounting-I	Required	ACCT122 1	3	Other department
	FIN 1311	Corporate Finance	Required	FIN1221	3	Department
	FIN 1312	Financial Markets and Institutions	Required	FIN1221	3	Department
	ECON 1311	Money and Banking	Required	ECON122 1	3	Department
	ECON 1312	International Economics	Required	ECON122 1	3	Department
	MGT 1311	Operations Management	Required	MGT1211 STAT1221	3	Other department
Level 6	FIN 1321	Essential of Investments	Required	FIN1311	3	Department
	FIN 1322	International Financial Management	Required	FIN1311	3	Department
	FIN 1323	Computer application in finance	Required	FIN1311	3	Department
	FIN 1324	Principles and Practices of Banking	Required	FIN1312	3	Department
		Elective	Elective	RP	3	Department
Sum mer Sessio n	FIN136 0	Co-operative Training	Required		6	Department
	MGT14 11	Business Research Methods	Required	STAT1211 MGT1211	3	Other department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 7	MGT1412	Strategic Management	Required	MGT1311	3	Other department
	MGT1413	Business Law & Ethics	Required	MGT1211	3	Other department
	FIN1411	Security Analysis and Portfolio Management	Required	FIN1321	3	Department
		Elective	Elective	RP	3	Other Department
Level 8	MGT1421	Entrepreneurship	Required	MKT1211 MGT1211 FIN1221	3	Other department
	FIN1421	Derivatives & Risk Management	Required	FIN1411	3	Department
	FIN1422	Financial Policy	Required	FIN1411	3	Department
		Elective	Elective	RP	3	Other Department
		Elective	Elective	RP	3	Department

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAAA template

[Course specification NCAAAA](#)

### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered )

Course code & No.	Program Learning Outcomes											
	Knowledge				Skills			Competence				
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	C.1	C.2	C.3	C.4	C.5
ARAB1100												I
ARAB1103												I
CT1400										I		
ENGL1111												I
ENGL1112												I
ENGL1113												I
ENGL1121												P
ENGL1122												P
ENGL1123												M
EPH1500										I		
SKL1450								I				
SKL1451								P				
ISLM1101										I	I	

Course code & No.	Program Learning Outcomes											
	Knowledge				Skills			Competence				
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	C.1	C.2	C.3	C.4	C.5
MATH1100	I										I	
MATH1121	I					I		I		I	I	
ACCT1211	I*		I*		I*						I*	
ECON1211	I				I*			I	I	I	I	I
STAT1211	I					I		I	I	I	I	I
MGT1211	I	I	I		I	I	I	I	I	I		I
MKT1211	I	I	I		I		I	I	I	I		
ACCT1221	I*	I		I	I				I	I	P	I
ECON1221	I	I		I	I	I		I	I	I	I	I
MIS1221	I	I			I	I		I			I	I
STAT1221	I				I	I		I	I	I	I	I
FIN1221	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*
ACCT1311	I		P		I				I		P	
FIN1311	I*	I*		P*	I*	I*		I*	I*	I*	P*	I*
FIN1312			I*		I*	I*		I*	I*	I*	P*	P*
ECON1311	P*		P		I			P	P	P	P	I
ECON1312	P*		P				P	P	P	P	P	I
MGT1311	P				P		I	P	I			
FIN1321	I*	I		I*	I*	I*		I*	I*	P*	P*	P*
FIN1322	I*	P*			I*	P*	P*	P*	P*	P*	P*	P*
FIN1323	I*	P*	P*	P*		P*		P*	P*	P*	P*	
FIN1324	I	P		P	P			P	P	P	P	P
FIN1360	M	M	M	M	M	M	M	M	M	M	M	M
MGT1411	M	M			M			M		M		
MGT1412	M	M	M	M	M	M	M	M	M	M		
MGT1413	I			M	P		M	P	P		M	
FIN1411		P	P	M	M	M	M	M	M	M	M	M
MGT1421	M	M	M	M	M	M		M	M	M		
FIN1421			M*	M*	M*	M*		M*	M*	M*	M*	M*
FIN1422		M*		M*			M*	M*	M*	M*	M*	
FIN1325			P	P		P	P	P	P	P	P	P
FIN1438	P			M	M	M		M	M	M	M	M
FIN1439		P	P		P	P		M	M	M	M	M
FIN1440	P	P	P	P	M	M	M	M	M	M		M

\* The value of the Program learning outcome calculated by the average achieved values of the asterisk courses learning outcomes

\*\* SOURCE: UPDATED STUDY PLAN

## 5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

In exercising every effort to provide a constructive and fruitful learning and teaching experience to finance and banking program students, the instructors adhere to the following guiding principles:

- 5.1 Innovation in Teaching and Learning
- 5.2 Out Curriculum
- 5.3 Assessment and Feedback
- 5.4 Student Engagement
- 5.5 Supportive Environment
- 5.6 Supporting Transitions
- 5.7 Assessment and Feedback
- 5.8 Student Success
- 5.9 Employability and Future Life

Source: Learning and Teaching Policy COB//AC/PLC/02, DAU-COB, 22/05/2019

Teaching and learning strategies are student-centered and encourage active learning. The integrated curriculum, which adopted by finance and banking program is a curriculum designed to position students firmly at the center of their learning, thus we have the following teaching strategies:

- Direct teaching strategy
- In-direct teaching strategy
- Interactive learning
- Independent learning strategy

The implication of adopting these approaches of teaching and learning include:

- The student more active in acquiring knowledge and skills and include lectures, problem solving, case study, exercises in class, fieldwork, and use of computer assisted learning packages etc.
  - The student more aware of what they are doing and why they are doing it.
  - The interaction of the student with themselves, tutors and learning materials.
- The transferable skills, which look beyond the immediate course requirements to other benefits to the student in later life and future career.
- Cooperative training planned and administered as fully integrated components of the program, with learning outcomes specified, monitoring staff considered as partner of teaching teams, and appropriate evaluation and course improvement strategies carried out.
- Integrated curricular and extracurricular activities contribute to the achievement of the program learning outcomes.

#### **6. Assessment Methods for program learning outcomes.**

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Assessment Principles; For all assessment processes, COB staff shall carefully watch that the assessment strictly abides to the following principles:

1. The assessment is fair, in that students are entitled to parity of treatment and comparable assessment demands in modules of equal level and credit;

2. The assessment is reliable, in that the assessment criteria would support independent markers to reach the same judgment on a piece of work;
3. The assessment is valid, in that the assessment relates to the intended learning outcomes of the course/program studied;
4. The assessment is transparent, in that the criteria and methods by which students' work is being judged is clear to students, staff and examiners.
5. The assessment recognizes and respects equality and diversity.

COB assessment strategy: High quality educational programs require an assessment policy that reflects the successful accomplishment and fulfillment of intended learning outcomes. In this context, the assessment policy contents are to be defined in alignment with the program Intended Learning Outcomes (ILOs) and COB's determinants (rules, regulations and standards).

The nature of the assessment process for any particular course/program shall be considered in the normal course/program approved specification document and shall be reviewed periodically as part of the course/program review process.

COB adopts and consistently implements learning assessment policies and procedures which include the preparation and internal/external moderation of summative instruments of assessment and their model answers/marketing schemes (COB/AC/04). All assessed work submitted for credits in courses are subject to a process of internal and external moderation.

The policy extends to all modes of assessment; not just limited to the written midterm and final examinations only. Where assessed work is not in written form, every effort is exerted to apply some appropriate form of moderation, including review by external examiners.

The rules and regulations on examination and marking specified in Procedure COB/AC/04 are well understood by the instructors. The syllabus of each course clearly specifies the grading criteria and the weight of each. Various types of formative assessment are deployed to assess student learning throughout the semester.

As a matter of policy, instructors are required to return corrected examination papers to students promptly, except for the final examination. Students are thus advised on their progress and assistance for further learning is given as the need arises.

Moreover, the instructors have sufficient time allocated weekly to make themselves available for student consultation or academic advising. The instructor's office-hours are posted for the information of the students. There is an assigned adviser for each of the students.

The students and the instructors may continue to correspond through e-mails during the weekdays, as the need arises.

As for grade corrections, students may lodge their appeals via the Learning Management System where there exists is a special procedure for this purpose. Assessment methods used at COB: Assessment Methods define the assessment instruments which are used.

Finance and banking program applies the following forms of direct assessment within a course for the purposes of reviewing performance of students:

- Written Exams: may take a variety of forms including short answer questions, multiple-choice questions, problem solving and essays, where appropriate.
- Written Assignments; may take the form of essays, reports, case studies and portfolios.
- Presentations: normally based around formal discussion groups where students will be delegated particular topics for research and will be required to present their findings.
- Practical Assignments/Projects: students may be required to complete a series of practical assignments or a project designed to test students' abilities under 'real world' conditions.

Source: Student Assessment Policy COB/AC/PLC/07, DAU-COB, 06/07/2019

Indirect methods of PLOs assessment based on different program surveys include Satisfaction Surveys using 5 points Likert scale.

## D. Student Admission and Support:

### 1. Student Admission Requirements

To apply for admission, the candidate fills the online admission form on DAU's website (<http://dau.edu.sa/en/deanadmissionregistration/admission/apply-online>) and then submit the following documents before the admission deadline:

- The original version of the general secondary certificate or its equivalent from inside or outside the Kingdom:
- Certificate of good conduct from high school / graduate before 1432/1431
- Certificate of general-merit-test from the Ministry of Education "printing from Qiyas site."
- achievement test result" of printed Qiyas site"
- A copy of the personal identity or family or passport or residency card.
- approval of the Guardian, revealing fitness" printed with the application form from the site"
- Acceptance 3000 SR non-refundable fees" paid either by the university payment points (only Saudi Arabia network card", or a certified check on behalf of the House Science of Education in a company or deposit or transfer University calculates "

Tuition:

- Admission fees 3000 SR Saudi non-refundable
- The value of one hour is 2450 SR" the minimum hours for students to register is 12 hours and 20 hours the highest per class.

**Scholarships:**

1- Conditions for 50% Partial grants of the approved fees for outstanding students admitted to undergraduate programs are as follows:

Scholarships will be given to the top 5 admitted students in the medical college programs if they possess a minimum of 85% in the weighted ratio (30% secondary + 30% abilities + 40% achievement) as long as he/she maintains a cumulative GPA of at least 3.50. Scholarships will be given to the top 10 admitted students in each of the colleges of architecture, digital design, business administration and law, provided that the student has a weighted average of at least 80% (30% secondary + 30% abilities + 40% achievement) and as long as student maintain a cumulative GPA of not less than 3.50.

2- For the remaining students admitted to the undergraduate and graduate programs in all colleges, a partial scholarship of 20% of the approved fees will be granted. If the student's cumulative GPA is below the minimum requirement, he/she shall be given one semester to raise his/her cumulative GPA, if he/she is unable to do so, the grant will be suspended until he/she is able to attain the minimum required cumulative GPA.

This scholarship also includes admitted students in 2018/2019 session if students' cumulative GPA is not less than 3.25 for bachelor students and 3.50 for masters' students.

3- A partial scholarship of 20% of the approved fees will be allocated to students enrolled in the university before the academic year 2018/2019, provided that the cumulative student GPA is not less than 3.50 for undergraduate students and 3.75 for graduate students. If the student's cumulative GPA is below the minimum requirement the scholarship will be suspended until he/she is able to attain the minimum required cumulative GPA.

**This grant is subject to the following conditions:**

The student should meet the conditions of university admission. It shall be available to all students enrolled in the university, male and female students, Saudis and non-Saudis.

The scholarship does not include tuition fees for the summer semester. The scholarship will not cover course withdrawals with grade (W) or course failure as the student will have to re-register for the course(s) in full tuition fees. None of these grants may be combined with any other grant from any other establishments.

**2. Guidance and Orientation Programs for New Students**

- COB student handbook is available on the DAU website
- Conducting an orientation session with coordination with other programs (UPP, IT, and other COB programs)
- COB student council give brief orientation about the courses/programs
- Assigned academic advisor for each student

**3. Student Counseling Services**

(academic, career, psychological and social )

**1. DAU Academic Advising Policy**

Academic Advising is the corner stone upon which the Credit-Unit System depends. Functions of academic advising are not limited to defining study plans and courses, but it helps in making a close relationship between students and teaching staff.

The student must be provided with the support needed during the academic educational process, this includes making a streamlined study plan and enabling the student to complete the plan within the approved target time in accordance with academic course objectives, it is therefore a necessity to provide an academic advisor who is selected from teaching staff members to supervise students and provide students with the needed support to successfully complete the requirements in all courses as well as developing the required skills of students. In addition, the academic advisor can provide advice in solving and overcoming difficulties students may face in their academic programs.

## **2. Academic Advisor**

Each student is assigned an academic advisor to assist him/her in program planning, subject selection and career planning. Before registration, the advisee/advisor list is announced through the Office of the Registrar, through web.

Academic advisors assist students in planning their academic programs, but their academic advising activities do not relieve students of this responsibility. Therefore every student should be thoroughly familiar with all the academic regulations and the degree conferral system and remain informed about them throughout his/her tenure in the university. A student may seek the assistance of his academic advisor from the beginning of the academic program till the end.

The academic advisor assist students in matters relating to their academic progress such as:

- selecting a degree program consistent with the student's objectives and ability;
- interpreting and understanding the academic regulations;
- informing the student of the sequence of required and elective courses in his/her degree program and suggesting electives;
- monitoring the student's progress and performance.

**(For further details, please refer to academic advising handbook)**

- Student Information System (SIS)
- SIS is used for all online activities starting from Application, admission, registration, fee payment, grades and transcript. Students and academic advisers are provided with credentials to log in to SIS.

The students log in to SIS to send academic request. Academic advisers are notified by email about the request. The academic advisers logs in to his/her SIS and review the received request. The adviser goes through the students' achievement in academic plan, related rules and regulations of COB for the case and accordingly approves or disapproves the request with support comments to reason the decision. The request is then sent to the Head of program for approval/disapproval. It is further processed by the Dean and sent to the registration for necessary action.

**(For further details on SIS, please refer to SIS Manual)**

**Office Hours**

All faculty members have minimum 6 hours per week as office hours. For the information and convenience of students, office hours are mentioned on the office door of each academic advisor. During these office hours academic adviser counsel the students regarding their program planning, subject selection, career planning as well as guide them to deal with different academic appeals. Each adviser can access the student academic request through SIS and approve or disapprove them as per university/ college policy.

### **Academic Advising Through E-Mail**

Each academic advisor provide students with email address (also mentioned on office door and syllabus), so that, in case of emergency students can contact the academic adviser at any time. A quick reply is given to the students for their comfort.

Refer to the following link for student rights on DAU website:

### **Student rights**

#### **Cooperative Training Advising**

The Academic advisor is the coop advisor for the students of HRM Program.

The advisor will guide the coop student during the full period of the coop assignment. The advisor should provide assistance to the student while in training in the coop program. In particular:

- Ensure a timely start and end of the training program for each coop student.
- Guide the student in writing and compiling the final coop report in a professional format.
- Review the progress reports (A-5) prepared by the students and send feedback to them within a week of submission. Ensure student provides you with all the necessary
- Ensuring that student provides with all the necessary forms in a timely manner.
- Submit grades, four progress reports and the final report to the coop committee.
- Attend and evaluate the student's presentation.

## **I. STUDENT INFORMATION SYSTEM (SIS)**

Student Information System (SIS) is a web-based application software designed used at DAU to introduce a conducive and structured information exchange environment for integrating students, parents, teachers and the administration of a school or college. This system provides a complete students records system, it enables instructors/advisors/supervisors to supervise student-related activities such as keeping records of tests or examinations conducted, attendance, appraisal on performance including details of marks scored, particulars of attendance, and all other institution-related activities. They are designed with diverse application potentials ranging from simple management of students' records to management of all student-related functions as well as administrative functions of a university and the college/department.

Some of the SIS services :

- ✚ Student Application
- ✚ Admission
- ✚ Registration
- ✚ Fee Remittance
- ✚ Study Plan
- ✚ Attendance Record
- ✚ Personal Contact Details
- ✚ Academic Credentials

- ✚ Student Progress Record
  - ✚ Course Addition, Withdrawal Request .....
  - ✚ Academic Advising Appointment Request
- And many more services.

**Refer to the following docs for more information**

- DAU Academic Advising Policy
- DAU Student Rights and Responsibilities Policy
- DAU SIS Manual

**4.Support for Special Need Students**

(low achievers, disabled, gifted and talented)

- **LOW ACHIEVERS**
  - For students with low level English Language skills – UPP program offers English language training at different levels
  - Course Instructors - provide one-to-one learning support for students’ in need and also facilitate them with more practice/learning materials.
- **SPECIAL NEEDS REQUIREMENTS:**
  - A supportive environment for physically challenged students is available at the DAU campus facilitated with ramps, elevators and special parking areas.

**E. Teaching and Administrative Staff**

**1. Needed Teaching and Administrative Staff**

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Finance	Corporate Finance		1	1	2
Associate Professors	Finance	Financial Management, Corporate Finance, Investment		1	1	2
Assistant Professors	Finance	International Finance, Banking, Risk management t		1	1	2
Lecturers	Math	Financial mathematics		1		1
Teaching Assistants						
Technicians and Laboratory Assistants						

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Administrative and Supportive Staff				1	1	2
Others ( specify )						

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

#### Orientation and Adaptation program:

- Explain the program's mission, goals, and objectives; the academic program and its constituent courses.
- COB faculty handbook which acquaint the new member with his/her duties and responsibilities in the academic institution.
- Familiarize the new member with the program's achievements and contributions in the academic and community service areas.
- Introduce the new member to the resources and facilities available to the program.
- Workshops for how to use SIS and LMS.

### 1.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Finance and Banking program coordinates with DAU Directorate of Quality to provide multiple training workshops to improve learning, teaching, research and assessment strategies. These workshops contribute to improve faculty performance in curriculum design, course delivery and assessment.

The Directorate of Quality is responsible for planning, implementing and evaluating the continuous professional development activities aiming to:

- Improving work performance;
- Enhancing career prospects;
- Increasing the capacity for learning;
- Encouraging participation in, and commitment to, lifelong learning and being adaptable to, and prepared for, changes.

The Directorate of Quality functions achieved through different activities include:

- *Training needs assessment:* Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained.
- *Types of continuous professional development programs:* The continuous professional development unit strategy is underpinned by key activities in relation to

the continuous professional development that will offer different programs as orientation programs, foundation continuous professional development program, advanced continuous professional development program, and specialized continuous professional development program.

- *Continuous professional development Plan/ Calendar:* Annually continuous professional development plan and calendar developed based on training needs assessment and strategic directions of the HRM program to include all or some of these program types.
- *Continuous professional development activities satisfaction:* The analysis of survey reports obtained after the different workshops.

## **F. Learning Resources, Facilities, and Equipment**

### **1. Learning Resources.**

Mechanism for providing and quality assurance of learning resources(textbooks, references and other resource materials, including electronic and web-based resources, etc.)

#### **Process for Acquisition of Textbooks and other learning resources:**

- Course coordinator recommends the textbook and other references
- Relevant form is provided to faculty members.
- All textbooks titles are forwarded to the Dean for his approval and further processing for acquisition.
- The textbooks and references names are also mentioned in the course syllabus and course specification on Learning Management System. (LMS)
- Electronic material will be available for students and staff from next academic year to cover all students' academic needs and requirements.
- Electronic questionnaires are available on the college website for faculty and teaching staff members to evaluate the quality of the program including questions on their satisfaction with the college's library and adequacy of available books therein. Data is analyzed by the DAU quality culture unit.

### **1. Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

- ✓ Classrooms with Data shows
- ✓ Computer Lab
- ✓ University Library
- ✓ Gym
- ✓ Food court
- ✓ Swimming pool
- ✓ Mosque/ prayer rooms
- ✓ Sports Centre

### **3. Arrangements to Maintain a Healthy and Safe Environment**(According to the nature of the program )

- ✓ Fire safety measures are taken by the concerned authorities
- ✓ Proper arrangement of hygiene in classroom as well as rest rooms

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(including boards, councils, units, committees, etc.)

Ten committees were formed to implement the FIN operational plan 2020-2021.

N	Committee	Shortcut	Responsibilities	Coordinator	Members
1	Academic Accreditation Committee	AAC	<ul style="list-style-type: none"> <li>- Supervising the quality process in the department.</li> <li>- Preparing SSR for accreditation.</li> </ul>	Dr. Mary Agboola	Mr. Abid Sherwani Dr. Zahra AlNasser Dr Sunitha Kumaran
2	Quality Committee	QC	<ul style="list-style-type: none"> <li>- Dissemination of quality culture.</li> <li>- Improving academic performance in accordance with Faculty and University strategic plans.</li> <li>- Supporting the FIN program to achieve its goal and objectives.</li> </ul>	Dr. Mary Agboola	Mr. Abid Sherwani Dr. Zahra AlNasser
3	Attracting Highly Qualified Students Committee	AHQSC	Attract distinguished students of different schools. Prepare them to be distinguished in their fields of specialization, and leaders and producers in their communities.	Dr. Sunitha Kumaran	Dr. Sami Abid
4	COOP Training Committee	CTC	Directing students on cooperative training program	Mr. Abid Sherwani	Dr. Mary Agboola Mr Mohamed Elbani
5	Community Service Committee	CSC	<ul style="list-style-type: none"> <li>- Develop and manage the community service initiatives.</li> <li>- Host various community service events throughout the year.</li> <li>- Establish and maintain relationship with alumni and serve as main point of contact.</li> </ul>	Dr. Zahra AlNasser	Dr. Mona ElWakeel
6	Research Committee	RC	- Development of strategies to assist the Department in meeting its research objectives.	Head of the Department	Dr. Sunitha Kumaran

7	Advising Committee	AC	Support academic advising as part of the teaching mission of the Department and the teaching role of faculty.	Dr. Sami Abid	Dr. Mona ElWakeel
8	Incentives and Motivation Committee	IMC	Address issues relating to recruitment, retention, training & development, rewards, and job satisfaction of faculty. Advise the COB Council on best practices to manage academic staff.	Dr. Mona ElWakeel	Dr. Jumha Alzyadat
9	Innovative Learning and Teaching Technologies Committee	ILTTC	Identify learning resource needs of the COB Departments and help ensure the Learning Resource Division's responsiveness to those needs. Implement innovative learning and teaching technologies	Dr. Habes Alsameer	Dr. Jumha Alzyadat
10	Study Plan Evaluation Committee	SPEC	Oversee and monitor the graduate program and planning for further program. Development when appropriate. Evaluate & redesign the existing study plans Study the feasibility of opening of new programs (bachelor and master programs)	Dr. Jumha Alzyadat	Dr. Sami Abid

### 1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- i. COB Advisory Board meets at least once a year discuss the major important issues related to:
  - a. Program annual strategic action plan.
  - b. Learning outcomes formulation.
  - c. Employment opportunities.
- ii. COB Students council formed with two Finance and Banking students (one male student and one female student) The student council is the voice of the student body. They help share student ideas, interests and concerns with the department council.

### 2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

The Finance and Banking program adopting the COB Quality Assurance/Management Manual, which reflects COB'S Quality Assurance/ Management practices, specifies requirements and policy for COB which are intended to ensure stakeholder satisfaction, meet stakeholder requirements and comply with applicable regulatory requirements locally and internationally, including those of the KSA Ministry of Education (MoE), The National Commission for Academic Accreditation and Assessment (NCAAA), and other relevant academic accreditation bodies.

### 2. Program Quality Monitoring Procedures

The Quality Assurance/Management System covers the entire range of educational services provided by the Finance and Banking program, including research, support services, community engagement and other forms of societal interactions. Its academic system is described in general terms in the COB Quality Assurance/Management Manual; its administrative system is covered in various procedures and policies; while specific and detailed rules and regulations are discussed in different separate manuals and handbooks.

[Quality manual](#)

### 3. Arrangements to Monitor Quality of Courses Taught by other Programs.

Quality assurance and continuous improvement of the University's educational programs are the fundamental goal of the DAU Quality Unit. DAU guidelines and policy establishes the framework for evaluating the quality, for the systematic monitoring and review of programs and courses. The quality system has in place

#### 1. Program Monitoring

- Program Evaluation Reports - Annual review of performance to ensure the ongoing success of the program, achievement of learning outcomes, benchmark comparison and identify any amendments to programs if needed to be initiated.
- Course evaluation reports - Semester review done by course coordinators to measures the progress and achievement of intended learning outcomes and recommend any changes.

2. **Program and Course Evaluation Survey** – Annual / Semester wise - taken from students

3. **Exam Moderation Procedure** – COB Quality Unit has a system of moderation of assessment and the policy and procedure on assessment, including the guiding principles, alignment, assessable tasks, assistance for students, feedback and security and confidentiality contained in the assessment policy and procedure.

### 4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

For each course, the course coordinators ensure uniformity in teaching and assessment strategies throughout the semester among faculties teaching different sections( male and female)

The centralized and uniform teaching-learning resources made available in the campus supports consistency of learning resources across sections. The teaching/ learning resources are made available to students and faculties through the Learning Management System. (LMS).

**5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).**

None

**6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

#	Finance and Banking Learning Outcomes Plan	Assessment Methods (Direct and Indirect)	Date of assessment
<b>Knowledge</b>			
K1	Possess a comprehensive, coherent, and systematic body of knowledge in finance and banking and the underlying principles and theories associated with it.	Direct	2019/2020
K2	Demonstrate sound knowledge related to financing, avenues of investments, financial planning techniques, and investment decisions for individuals, firms and government organizations.	Direct	
K3	Discuss the structure of financial markets & institutions and their role in international trade, financial & non-financial risks, insurance and enterprise risk management (ERM).	Direct	
K4	Aware of the financial tools & techniques and explicit different measures related to investments in the field of finance in order to make financial decisions.	Direct	
<b>Skills</b>			
S1	Analyze and evaluate business environment affecting financial decisions and develop strategic solutions in corporate finance and banking sectors.	Direct	2020/2021
S2	Examine and analyze various financial methods relating to finance and banking in order to propose solutions for various practical problems.	Direct	
S3	Investigate relatively complex problems and recommend creative and innovative solutions taking account of relevant finance and banking	Direct	

	theoretical knowledge and practical experience, and the consequences of decision making.		
<b>Competence</b>			
C1	Contribute to and facilitate constructive resolution of issue in group or team situations, whether in a leadership role or as a member of a group	Direct	2021/2022
C2	Demonstrate entrepreneurial skills, integrity, responsibility and independent decision-making skills.	Direct	
C3	Use appropriate information technology to generate financial reports and transfer the information to support business decisions.	Direct	
C4	Demonstrate enhanced numerical skills, and the ability to work with a statistical and research tools in the areas of business.	Direct	
C5	Demonstrate written and oral communication skills appropriate for business situations.	Direct	

### 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
1. Effectiveness of teaching	Head of the Program	Class observation.	Each faculty member will be assessed once every two years
2. Effectiveness of teaching	Students	Surveys	Course evaluation by the end of each semester.
3. Effectiveness of assessment (PLO) assessment	Students	Direct Course Learning outcomes assessments	Annually
4. Faculty satisfaction survey	Faculty members	Survey	Annually
5. Students satisfaction survey	Students	Survey	Annually
6. Program evaluation	Students	Survey	Annually
7. Students experience	Students	Survey	Annually
8. Employers evaluation	Employers	Survey	Annually
9. Alumni Evaluation	Finance graduates	Survey	Annually

**Evaluation Areas/Aspects**(e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources**(students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

### 8. Program KPIs\*

The KPIs selected to evaluate the FIN Program success at reaching targets are required by NCAAA(SAQF). Several meetings were organized with coordinators of FIN Program to define targets basing on internal (with other COB programs) and external (other universities) benchmark reports.

The period to achieve the target (2020/2021) year.

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
<b>Standard #1 Mission and Goals</b>	<b>KPI-P-01</b>	Percentage of achieved indicators of the program operational plan objectives.	100%	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.	At the end of the academic year
<b>Standard #3 Teaching and Learning</b>	<b>KPI-P-02</b>	Students' Evaluation of quality of learning experience in the program.	4.00	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	At the end of the academic year
	<b>KPI-P-03</b>	Students' evaluation of the quality of the courses.	4.00	Average students overall rating for the quality of courses on a five-point scale in an annual survey.	At the end of the academic year
	<b>KPI-P-04</b>	Completion rate.	45%	Proportion of undergraduate students who completed the program in minimum time in each cohort.	At the end of the academic year
	<b>KPI-P-05</b>	First-year students' retention rate.	100%	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.	At the end of the academic year
	<b>KPI-P-06</b>	Students' performance in the professional and/or national examinations.	NA	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any).	-
	<b>KPI-P-07</b>	Graduates' employability and enrolment in postgraduate programs.	a-75% b-5%	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.	At the end of the academic year
	<b>KPI-P-08</b>	Average number of students in the class.	<25	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session).	At the end of the academic year
	<b>Standard #4 Students</b>	<b>KPI-P-09</b>	Employers' evaluation of the program graduate's proficiency.	4.50	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	KPI-P-10	Students' satisfaction with the offered services.	4.00	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising ...) on a five-point scale in an annual survey.	At the end of the academic year
Standard #5 Teaching Staff	KPI-P-11	Ratio of students to teaching staff.	<25:1	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program.	At the end of the academic year
	KPI-P-12	Percentage of teaching staff distribution.	Prof. 20%	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking.	At the end of the academic year
			Asso P 30%		
			Assi P 40%		
			Lect. 10%		
	KPI-P-13	Proportion of teaching staff leaving the program.	<5%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	At the end of the academic year
	KPI-P-14	Percentage of publications of faculty members.	100%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	At the end of the academic year
KPI-P-15	Rate of published research per faculty member.	1	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year.	At the end of the academic year	
KPI-P-16	Citations rate in refereed journals per faculty member.	7:1	The average number of citations in refereed journals from published research per faculty member in the program (Total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).	At the end of the academic year	
Standard #6 Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources.	4.00	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey).	At the end of the academic year

\* including KPIs required by NCAAA

### I. Specification Approval Data

Council / Committee	DEPARTMETN MEETING
Reference No.	MEETNG 6
Date	4/6/2020