



## INTER OFFICE MEMO

#5028

Thursday, August 27, 2020

TO : Dr. Ahmed S. Yamani, PSU – President

FROM : Dr. Saad A. Almosa, Dean, College of Business Administration

Subject: Submission of CBA College Evidence to support alignment of CBA programs and course offerings with the UN SDGs

Dear Dr. Ahmed,

Further to your kind instructions for the submission of a detailed report about the CBA college programs and courses alignment with the UN SDGs. Kindly see the attached reports from all CBA Academic departments in respect of SDGs' elements in CBA courses along with the course specification of each course.

This is for your kind information and instructions. Thank you.

Best regards,

Dr. Saad A. Almosa

Dean  
College of Business Administration

PSU.1998





## INTER OFFICE MEMO

Date: Tuesday, July 21, 2020

REF 2ndSem2019/2020-IOM/AY-0230

To: Dr. Saad Almosa, Dean, College of Business and Administration  
Dr. Mohammad Alkanhal, Dean, College of Computer and Information Sciences  
Dr. Abdelhakim Almajid, Dean, College of Engineering  
Dr. Hind Alotaibi, Dean, College of Humanities  
Dr. Fahad Almajid, Dean, College of Law  
Dr. Mamdouh Alenezi, Dean, Deanship of Educational Services

From: Dr. Ahmed Yamani, Rector

Cc: Dr. Saad Al-Rwaita, Vice Rector, Administrative and Financial Affairs  
Dr. Abdelhafez Feda, Vice Rector for Academic Affairs  
Dr. Heba Khoshaim, Acting Vice Rector, Campus for Women/Vice Dean, DAR  
Dr. Mohamed Aljebreen Al-Misher, Deputy Vice Rector for Academic Affairs  
Dr. Maysaa Alqurashi, Dean, DQAD  
Dr. Mohammad Nurunnabi, Aide-to-the-Rector, Internationalization  
Dr. Anis Koubaa, Aide-to-the-Rector, Research Governance  
Dr. Mohammad El-Affendi, Aide-to-the-Rector, Policy and Development  
Ms. Tahira Hoke, Aide-to-the-Rector, Quality/Director, EAAC - CW  
Mr. Victor Mendoza, Director, EAAC - MC

Subject: PROGRAMS AND COURSES WITH SDG ELEMENTS

Please be informed, we are currently preparing evidence to support the Sustainable Development Goal (SDG) #17, which is "partnerships for the goals," and one of the metrics is the education on the SDGs. Based on the Times Higher Education (THE) website, "This metric explores how universities are teaching the next generation to adopt sustainability in their lives." Thus, we have to demonstrate our commitment to meaningful education around the SDGs in our program and course offerings.

For more information about the SDGs, please visit this link:

[https://www.timeshighereducation.com/rankings/impact/2020/overall#!/page/0/length/25/sort by/rank/sort order/asc/cols/undefined](https://www.timeshighereducation.com/rankings/impact/2020/overall#!/page/0/length/25/sort%20by/rank/sort%20order/asc/cols/undefined)

### EXPLORE IMPACT RANKINGS FOR INDIVIDUAL SDGS






*Kindly send a detailed report connecting and relating your program with SDG(s). Please also specify the courses supporting the SDG(s), including evidence such as course specification/syllabus, projects, certifications, photos, etc. Lastly, kindly include also your future plans regarding your program and course offerings related to these SDGs. Please submit this report on or before August 27, 2020.*

*Thank you very much in advance for aligning your programs and courses related to these SDGs.*

*Best regards,*



*Dr. Ahmed Yamani*  
Rector





# Course Specifications

<b>Course Title:</b>	Legal Environment of Business
<b>Course Code:</b>	<b>BUS 231</b>
<b>Program:</b>	<b>Bachelor of Science (Finance)</b> <b>Bachelor of Science (Accounting)</b> <b>Bachelor of Science (Marketing)</b>
<b>Department:</b>	<b>Aviation and Management</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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## A. Course Identification

<b>1. Credit hours:</b>	3
<b>2. Course type</b>	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Graduate
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	36
2	Laboratory/Studio	
3	Tutorial	
4	Exams	6
5	Oral Presentations	3
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	25
2	Assignments	5
3	Library	
4	Projects/Research Essays/Theses	25
5	Others (specify)	
	<b>Total</b>	55

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

1. Course Description: Business 231 is about the legal environment of business. The legal aspects in business will be covered i.e. the laws, rules and regulations affecting the conduct of business as a whole. This course will introduce alternative dispute resolution systems; the concept of critical thinking that provides the framework for our study. It provides us an overview of contemporary legal environment through our exploration of alternative

philosophy, how the constitutional foundation of the legal system works to resolve criminal and civil disputes, and cover critical legal issues for business managers; understand the process through which laws and government regulations are created, modified, and applied.

2. Course Main Objective: The course equips a learner with the means by which they can understand how individuals and businesses are affected by the legal environment. It enables the learners to understand the legal principles of Business Law and apply such principles to legal problems.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Ability to define key concepts within the field of Legal Environment of Business.	1
1.2	Ability to outline the key theories and concepts related to the course.	1
<b>2</b>	<b>Skills :</b>	
2.1	Ability to develop legal reasoning to effectively control the business as a whole and understand the process through which laws and government regulations are created, modified, and applied.	1, 3
2.2	Ability to develop the critical and legal reasoning skills that are the essential ingredient of success in an ever-changing global legal environment of business.	1, 3, 4, 5
2.3	Ability to understand and criticize current legal rules and making future business decisions.	1, 3, 4, 5
<b>3</b>	<b>Competence:</b>	
3.1	Ability to interpret liability issues in product development, and evaluate the business torts and the role of Negligence in case examples.	1, 3, 4, 5
3.2	Ability to select and use appropriate information and communication technology to gather, interpret and communicate information to others.	1, 2, 3, 4, 5
3.3	Ability to work effectively as part of a team.	2

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Law, Jurisprudence and Legal Environment of Business, Classification and kinds of Law	3
2	Introduction to Saudi Legal System	3
3	Alternative Tools of Dispute Resolution	3
4	Contracts and Sales Law	6
5	Saudi Labor Law	3

6	Torts	3
7	Product Liability	3
8	Agency Law	3
9	Intellectual Property Law	3
10	Ethical Environment of Business	3
11	Laws of Sole Properties and Partnerships	3
<b>Total</b>		<b>36</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Ability to define key concepts within the field of Legal Environment of Business.	Direct Instruction, which includes Lectures, Discussions, Case studies, videos.	Direct Assessment Tools: Written test, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
1.2	Ability to outline the key theories and concepts related to the course.	Direct Instruction, which includes Lectures, Discussions, Case studies, videos.	Direct Assessment Tools: Written test, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
...			
<b>2.0</b>	<b>Skills</b>		
2.1	Ability to develop legal reasoning to effectively control the business as a whole and understand the process through which laws and government regulations are created, modified, and applied.	JiTT (Just in Time Teaching) which would engage active learning and quick feedback from the students would be used to know the effectiveness of lectures this would include Case analysis, Exercises.	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
2.2	Ability to develop the critical and legal reasoning skills that are the essential ingredient of success in an ever-changing global legal environment of business.	JiTT (Just in Time Teaching) which would engage active learning and quick feedback from the students would be used to know the effectiveness of lectures this would include Case analysis, Exercises.	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
2.3	Ability to understand and criticize current legal rules and making future business decisions.	Heads together, is another strategy used to encourage active learning in the classroom. Students would be given case studies to solve in groups.	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Demonstrate independent study and self-evaluation skills. Demonstrate time management skills. Ability to work effectively as part of a team. Demonstrate professionalism in performing allocated tasks.	Individual and group assignments In-class group activities	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
<b>3.0</b>	<b>Competence</b>		
3.1	Ability to interpret liability issues in product development, and evaluate the business torts, the role of Negligence and White-Collar Crimes in case examples.	Case discussions; Individual and group assignments (including presentation); In-class-practical activities	Direct Assessment Tools: Written test, Research Project, Oral Presentation, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
3.2	Ability to select and use appropriate information and communication technology to gather, interpret and communicate information to others.	Case discussions; Individual and group assignments (including presentation); In-class-practical activities	Direct Assessment Tools: Written test, Research Project, Oral Presentation, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
...			

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class Participation	Throughout Semester	5%
2	Major 1	8	20%
3	Major 2	11	20%
4	Group Project	15	15%
5	Final Exam	16	40%
6			
7			
8			

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

Office hours are Sun/Tues 13:00-15:00, Thurs 13:00-14:00

Moodle Learning Management System is used to communicate with students and allow students access to all course materials.

Students may email instructor.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Kubasek, N.K.; Brennan, B.A, & Browne, M.N. (2012), <i>The Legal Environment of Business- A Critical Thinking Approach</i> , Latest Edition, Pearson, Boston, USA
<b>Essential References Materials</b>	Other books of Legal Environment of Business, journals and online resources are useful as references. Saudi Business Regulations.
<b>Electronic Materials</b>	Internet resources as necessary.
<b>Other Learning Materials</b>	Two scheduled guest speakers, various articles, videos as provided by instructor and students.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	AV Equipment
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Achievement of Course Learning Outcomes	Instructor	Direct Method (Rubrics) Indirect Method (Course Exit Survey)
Achievement of Course Learning Outcomes	Students	Direct Method (Rubrics) Indirect Method (Course Exit Survey)
Effectiveness of Teaching and Class Management	Chairperson	Observation (using Rubric)
Effectiveness of Teaching and Class Management	Students	Course Evaluation Survey (CES)
Quality of Assessment	Reviewer (faculty from same department)	Reviewing exam papers and Co-signing grades

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Assessment Results	Instructor	Course Report (Grade Report Analysis) Course Evaluation Survey (Indirect)
Quality of Learning Resources	Instructor/Students	Course Report Course Evaluation Survey (CES)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Curriculum Committee Chair Approval Provisional Departmental
Reference No.	13/05/2020-Curriculum committee
Date	2020-05-13



# Course Specifications

<b>Course Title:</b>	Legal and Ethical Environment of Business
<b>Course Code:</b>	<b>BUS 580: SEC 1031</b>
<b>Program:</b>	<b>Graduate MBA</b>
<b>Department:</b>	<b>Management</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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3. Course Learning Outcomes .....	4
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1. Learning Resources .....	7
2. Facilities Required.....	7
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b>	3
<b>2. Course type</b>	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Graduate/Spring 2020
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	36
2	Laboratory/Studio	
3	Tutorial	
4	Exams	6
5	Oral Presentations	3
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	25
2	Assignments	5
3	Library	
4	Projects/Research Essays/Theses	10
5	Others (specify)	
	<b>Total</b>	40

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

1. The purpose of this course is to develop the legal knowledge and skills helpful for business management. This course provides an understanding of the legal environment of business. This course is organized around the legal aspects in business, including such topics as contracts, agency, company law business torts, employment and product liability.

## 2. Course Learning Objectives:

CLO1 – To identify the scope and significant concepts in the legal environment of doing business.

CLO2 - To examine legal concepts relative to business management.

CLO3 – To analyze legal concepts for business management purposes.

CLO4 – To analyze legal concepts in business for effective management decision making.

CLO5 – To practice effective risk management for legal problems in the business world.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	CLO 1 - To define key concepts within the field of Legal Environment of Business.	PLO 1 Advanced Business Knowledge
1.2	CLO2 - To outline the key theories and concepts related to the course.	PLO 1, 2 Advanced Business Knowledge
1.3		
<b>2</b>	<b>Skills:</b>	
2.1	CLO3 – To analyze legal reasoning processes so as to increase effective business decision making as a whole and understand the process through which laws and government regulations are created, modified, and applied.	PLO 2, 3 Integration Skills
2.2	CLO4 – To analyze the legal environment and develop legal reasoning skills that are the essential ingredient of success in an ever-changing global legal environment of business.	PLO 2, 3 Integration Skills
2.3	CLO5 – To understand and criticize current legal rules and making future business decisions relevant to global business.	PLO 1, 4, 5 Integration, Leadership, Communication, Global Perspective
<b>3</b>	<b>Competence:</b>	
3.1	Ability to interpret liability issues in contract negotiations, agency, company law and product development, and evaluate the business torts in case examples.	PLO 1, 3, 4, 5 Global Perspective
3.2	Ability to select and use appropriate information and communication technology to gather, interpret and communicate information to others.	PLO 1, 2, 3, 4, 5 Integration, Communication, Leadership,

CLOs		Aligned PLOs and Global Perspective
3.3		

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Law, Jurisprudence and Legal Environment of Business, Classification and kinds of Law	3
2	Introduction to Saudi Legal System	3
3	Alternative Tools of Dispute Resolution	3
4	Contracts and Sales Law	6
5	Real Estate and Property Law	3
6	Tort and Product Liability	3
7	Laws of Sole Properties and Partnerships	6
8	Agency Law	3
9	Intellectual Property Law	3
10	White Collar Crimes	3
11	Ethical Environment of Business	6
12	Student Presentation	3
	Examination	
	<b>Total</b>	<b>45</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Goals, Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	CLO 1 - To define key concepts within the field of Legal Environment of Business.	Direct Instruction, which includes Lectures, Discussions, Case studies, videos.	Direct Assessment Tools: Written test, Quiz, Case Analysis, In class assignments, oral discussions, final examination
1.2	CLO2 - To outline the key theories and concepts related to the course.	Direct Instruction, which includes Lectures, Discussions, Case studies, videos.	Direct Assessment Tools: Written test, Quiz, Case Analysis, In class assignments, oral discussions, final examination
...			
<b>2.0</b>	<b>Skills</b>		
2.1	CLO3 – To analyze legal reasoning processes so as to effectively control the business as a whole and understand the process through which laws and	JiTT (Just in Time Teaching) which would engage active learning and quick feedback from the students would be used to know the effectiveness of lectures this	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	government regulations are created, modified, and applied.	would include Case analysis, Exercises.	
2.2	CLO4 – To analyze the legal environment and develop legal reasoning skills that are the essential ingredient of success in an ever-changing global legal environment of business	JiT (Just in Time Teaching) which would engage active learning and quick feedback from the students would be used to know the effectiveness of lectures this would include Case analysis, Exercises.	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions
2.3	CLO 4 – To understand and criticize current legal rules and making future business decisions.	Heads together, is another strategy used to encourage active learning in the classroom. Students would be given case studies to solve in groups.	Direct Assessment Tools: Written test, Research Project, Quiz, Case Analysis, In class assignments, oral discussions
<b>3.0</b>	<b>Competence</b>		
3.1	CLO5 - Ability to interpret liability issues in contract negotiations, agency, company law and product development, and evaluate the business torts in case examples.	Case discussions; Individual and group assignments (including presentation); In-class-practical activities	Direct Assessment Tools: Written test, Research Project, Oral Presentation, Quiz, Case Analysis, In class assignments, oral discussions
3.2	CLO5 - Ability to select and use appropriate information and communication technology to gather, interpret and communicate information to others.	Case discussions; Individual and group assignments (including presentation); In-class-practical activities	Direct Assessment Tools: Written test, Research Project, Oral Presentation, Quiz, Case Analysis, In class assignments, oral discussions Indirect Assessment Tools: Course Exit Survey
...			

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	5	5%
2	Major 1	8	20%
3	Major 2	11	20%
4	Group Project	14	10%
5	Individual Presentation	15	5%
6	Final	16	40%
7			
8			

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Office Hours are Wednesdays between 5:00-6:00 pm., per student convenience, students are advised faculty consultations are also available upon request.  
 Moodle Learning Management System is used to communicate with students and allow students access to all course materials.  
 Students may email instructor.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Kubasek, N.K.; Brennan, B.A, & Browne, M.N. (2012), <i>The Legal Environment of Business- A Critical Thinking Approach</i> , Latest Edition, Pearson, Boston, USA
<b>Essential References Materials</b>	Other books of Legal Environment of Business, journals and online resources are useful as references. Saudi Business Regulations.
<b>Electronic Materials</b>	Internet resources as necessary.
<b>Other Learning Materials</b>	One scheduled guest speaker, various articles, videos as provided by instructor and students.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	AV Equipment
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Teaching Effectiveness	PSU/Department MBA	Student Evaluation
Course Assessment	MBA	Exam/AOL Committee

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date March , 2020</b>	



# Course Specifications

<b>Course Title:</b>	<b>International Business</b>
<b>Course Code:</b>	<b>BUS351</b>
<b>Program:</b>	
<b>Department:</b>	<b>Management</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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<b>A. Course Identification</b>	<b>3</b>	
6. Mode of Instruction (mark all that apply)		3
<b>B. Course Objectives and Learning Outcomes</b>	<b>3</b>	
1. Course Description		3
2. Course Main Objective		3
3. Course Learning Outcomes		4
<b>C. Course Content</b>	<b>4</b>	
<b>D. Teaching and Assessment</b>	<b>4</b>	
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4	
2. Assessment Tasks for Students		5
<b>E. Student Academic Counseling and Support</b>	<b>5</b>	
<b>F. Learning Resources and Facilities</b>	<b>5</b>	
1. Learning Resources		5
2. Facilities Required		5
<b>G. Course Quality Evaluation</b>	<b>6</b>	
<b>H. Specification Approval Data</b>	<b>6</b>	

## A. Course Identification

<b>1. Credit hours:</b> 3 cr hrs
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>
<b>4. Pre-requisites for this course (if any): BUS101 Introduction to Business</b>
<b>5. Co-requisites for this course (if any): MKT 301 Principles of Marketing</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	80%
2	Blended	8	20%
3	E-learning		
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	15
2	Assignments	15
3	Library	15
4	Projects/Research Essays/Theses	15
5	Others (specify)	
	<b>Total</b>	60

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course introduces the students to the concept of international business and exposes them to the actual practices of such concepts through analysis of cases and interactive exercises. The major topics of emphasis in this course includes nature and changes of international business, economic theories, international environment, foreign environmental forces, international strategy, assessing the market and exporting and importing practices.

### 2. Course Main Objective

At the end of the course, students should be able to:

1. Recognize the role of politics, economics and culture in doing business internationally.
2. Describe the differences of business functions operating in various countries.
3. Apply the international business concepts in the real situation.
4. Analyze the international business problems and provide solutions.
5. Indicate a teamwork output in the tasks given.
6. Demonstrate abilities to express ideas and apply related technology.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Understand the most widely used international business terms, concepts and theoretical perspectives.	
1.2	Identify the role and impact of political, economic, social and cultural variables in international business.	
2	<b>Skills :</b>	
2.1	Analyze international business from a multi-centric perspective and apply the international business concepts in the real situation.	
2.2	Analyze the international business problems and provide solutions	
3	<b>Competence:</b>	
3.1	Indicate a teamwork output in the tasks given.	
3.2	Demonstrate abilities to express ideas and apply related technology.	

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to International Business	3
2	Globalization	3
3	National Differences in Political Economy	6
4	International Trade Theory	3
5	Foreign Direct Investment	6
6	The Strategy of International Business	3
7	Entry Strategy and Strategic Alliances	3
8	Global Production, Outsourcing and Logistics	3
9	Global Marketing and R&D	3
10	Global Marketing and R&D	6
11	Global Human Resource Management	3

12	Global Human Resource Management	3
13	Final Project Presentation	3
<b>Total</b>		45

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand the most widely used international business terms, concepts and theoretical perspectives.	Lectures; in-class activities	Essay questions in Major and Final Exam and Cases
1.2	Identify the role and impact of political, economical, social and cultural variables in international business.	Lectures; in-class activities	Essay questions in Major and Final Exam and Cases
<b>2.0</b>	<b>Skills</b>		
2.1	Analyze international business from a multi-centric perspective and apply the international business concepts in the real situation.	Case-based teaching; in-class activities; in-class activities using internet for information Videos; Digital library and online resources	Case Studies Analysis and Discussion, Final Project and Presentation
2.2	Analyze the international business problems and provide solutions.	Case-based teaching; in-class activities; in-class activities using internet for information Videos; Digital library and online resources	Case Studies Analysis and Discussion, Final Project and Presentation
<b>3.0</b>	<b>Competence</b>		
3.1	Indicate a teamwork output in the tasks given.	In-class discussion; Group Project report, presentation; solving cases in teams	Group Case Analysis, Group Project and Presentation
3.2	Demonstrate abilities to express ideas and apply related technology.	In-class discussion; Group Project report, presentation; solving cases in teams	Group Case Analysis, Group Project and Presentation

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Major Exam 1	Week 6	20%
2	Major Exam 2	Week 9	15%



3	Assignment I (Group Case study) Assignment II (Individual Case Study)	Week 8 and Week 12	2.5% 2.5%
4	Final project and presentation	Week 6	20%
5	Final Exam	See Edugate	% 40

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

Faculty is available during:

1. Mandatory Student Consultation Hrs. by each faculty member are 5 hours per week
2. Faculty members are also available during their office hrs. as well as during any time as agreed by faculty and students

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Hill, W.L. Charles,(2014) International Business- Competing in the Global Marketplace, 11 <sup>th</sup> Edition, McGraw Hill, Boston, USA
<b>Essential References Materials</b>	Journal of International Business; Economist; Forbes, Hashim, F.; Abdul Talib, A. & Abu Bakar, A.R. (2009) International Business: Asian Perspective, 2 <sup>nd</sup> Edition, Oxford Publication, Kuala Lumpur.
<b>Electronic Materials</b>	Moodle
<b>Other Learning Materials</b>	NA

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Suitable lecture room to accommodate the size of the students (i.e. 20 seats), LCD projector, internet connection and smart-board
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Computer and internet access. WhatsApp group, Twitter accounts, snap Chat, Moodle
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Presentations made by guest speakers

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
At the end of each semester, teaching evaluation will be conducted where confidential completion of standard course evaluation questionnaire will be distributed to the students.	Students	Evaluation Survey
Observations and assessment from Associate Chair regarding teaching quality	Associate Chair	Observation
Independent assessment of standards achieved by students through course exit survey	Students	Course Exit Survey (focused on achievement of CLO)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Curriculum Committee Chair Approval Provisional Departmental
<b>Reference No.</b>	13/05/2020-Curriculum committee
<b>Date</b>	2020-05-13



# Course Specifications

<b>Course Title:</b>	<b>STRATEGIC MANAGEMENT &amp; BUSINESS POLICY</b>
<b>Course Code:</b>	<b>BUS 495</b>
<b>Program:</b>	<b>Bachelor of Science (Finance) Bachelor of Science (Accounting) Bachelor of Science (Marketing) Bachelor of Science (Aviation Management)</b>
<b>Department:</b>	<b>Department of Management</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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## A. Course Identification

<b>1. Credit hours:</b>	3
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> <i>Final year or semester of the program.</i>	
<b>4. Pre-requisites for this course (if any):</b>	
<i>All Courses have to be taken prior to the course</i>	
<b>5. Co-requisites for this course (if any):</b>	

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	(per week 3)45	100
2	Blended	0	
3	E-learning	0	
4	Correspondence	0	
5	Other	0	

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	90
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	90
5	Others (specify)	
	<b>Total</b>	190

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course introduces the students to the concepts and tools of strategic management and exposes them to the actual practice of such concepts and tools through analysis of cases, and interactive exercises. The major topics of emphasis in this course include key terms in strategic

management, business vision and mission, environmental analyses, strategy implementing, and strategy evaluation.

It may help to view this course as having two broad components. First, students will be expected to understand and appreciate the processes and techniques associated with analyzing environmental, industry, and company data in order to identify significant threats, opportunities, organizational capabilities, and strategy alternatives inherent in a specific situation. Second, students will be expected to develop analytical, communication, teamwork, and leadership skills as they attempt to contribute to a group strategy planning process. In both of these components, students should fully utilize their knowledge of marketing, management, accounting, finance, statistics, management information systems, business law, economics, operations management, and other courses within the business curriculum, as well as from the liberal arts and sciences.

To succeed in this course, students will have to assume an active, participative role in the learning process. In many ways, this course will attempt to mirror the type of interactive communication and analytical processes that typically occur in the business world as organizations struggle to attain the objectives of their stakeholders in an intensely competitive global environment. This course should be challenging, interesting, and relevant. It focuses specifically on the types of cross-functional problems, processes, and decisions that are faced by managers in all types of organizations.

## 2. Course Main Objective

*The course introduces the concepts and tools of strategic management and exposes the actual practice of such concepts and tools through analysis of cases, and interactive exercises. At the end of the course students are expected to:*

1. *Understand the general concepts, principles and theories in strategic management*
2. *Apply insights to new issues & problems.*
3. *Develop awareness of issues relating to strategic management and apply insights from the course while analyzing those issues.*
4. *Evaluate both internal and external environments of the firm and suggest the appropriate strategies.*
5. *Combine and build on the knowledge acquired from functionally-oriented courses*

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Understand some of the most important concepts and theories of strategic management.	
1.2	Recognize how these concepts and theories can help to understand various factors necessary for cultivating a competitive advantage in global environments.	
2	<b>Skills :</b>	
2.1	Analyze both the internal and external environments of the firm	
2.2	Evaluate potential alternative strategies for corporations	
2.3	Show a teamwork output in the tasks given.	
3	<b>Competence:</b>	
3.1	Demonstrate ability to express ideas and apply related technology.	

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Strategy and Strategic Management	6
2	Chap 1: What is Strategy	6
3	Chap 2: Analyzing External Environment	3
4	Chap 3: Assessing Internal Environment	3
5	Chap 5: Business Level Strategy	6
6	Chap 6: Corporate Level Strategy	6
7	Chap 7: International Strategy	6
8	Chap 9: Strategic control and Corporate Governance	3
9	Chap 10: Organizational Systems and Strategic Change	3
10	Chap 11: Strategic Leadership	3
<b>Total</b>		45

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand some of the most important concepts and theories of strategic management.	Direct Instruction which includes Lectures, Discussions, Case studies	Quiz, In-class Activities, Assignments. Group Discussion
1.2	Recognize how these concepts and theories can help to understand various factors necessary for cultivating a competitive advantage in global environments.		
<b>2.0</b>	<b>Skills</b>		
2.1	Analyze both the internal and external environments of the firm	Case-based teaching and discussion, In-class discussion & team activities using internet for information, Flipped teaching Videos, Digital library and online resources	Case studies, Group project, Class discussion Exams including majors and final exam Group project, Group presentation, Group case studies
2.2	Evaluate potential alternative strategies for corporations		
2.3	Show a teamwork output in the tasks given.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	<b>Competence</b>		
3.1	Demonstrate ability to express ideas with critical thinking, problem-solving, decision-making, and apply related technology.	Having class group Final project (team building work)	Individual & Group Assignments Report Writing, Oral presentation, In Class discussion,  Indirect method (Course Exit Survey)

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10%
2	Major Exam	8	25%
3	Assignments	2~9	5%
4	In-class activity & Participation	All weeks	5%
5	TEAM PROJECT	6~14	15%
6	Final Exam (Comprehensive Exam)	16	40%
Total Assessment			100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

During the daytime, each instructor has time for consultations and academic advice. It needs to be checked from instructor's schedule.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<i>Strategic Management: Text and Cases</i> By Dess/ Eisner/ McNamara, McGraw Hill <b>8<sup>th</sup> Edition</b>
<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. (BSG) <i>Crafting &amp; Executing Strategy : Concepts and Cases</i>, 22e by Thompson, Peteraf, Gamble, Strickland, McGraw Hill Education</li> <li>2. Fred R. David; <i>Strategic Management – Concepts and Cases</i>, 13<sup>th</sup> Edition; Pearson, Prentice Hall; 2011.</li> <li>3. Charles W. L. H and Gareth R. J (2011) <i>Essential of Strategic Management</i>, Cengage Learning</li> </ol>



<b>Electronic Materials</b>	<i>Other Strategic Management books, journals and online resources are useful as references</i> <b>LMS Moodle</b>
<b>Other Learning Materials</b>	<ol style="list-style-type: none"> <li>1. What is Strategy? (Porter, HBR, 1996)</li> <li>2. How Competitive Forces Shape Strategy (Porter, HBR, 1979)</li> <li>3. Competing on Resources: Strategy in the 1990's (Collis &amp; Montgomery, HBR, 1995)</li> <li>4. Discovering New Points of Differentiation (MacMillan &amp; McGrath, HBR, 1997)</li> <li>5. From Competitive Advantage to Corporate Strategy (Porter, HBR, 1987)</li> <li>6. Are You Paying Too Much for That Acquisition? (Eccles, Lanes, &amp; Wilson, HBR, 1999)</li> <li>7. Distance Still Matters: The Hard Reality of Global Expansion (Ghemawat, HBR, 2001)</li> <li>8. Collaborative Advantage: The Art of Alliances (Kanter, HRB, 1994)</li> <li>9. Why Incentive Plans Cannot Work (Kohn, HBR, 1993)</li> <li>10. Rethinking Rewards (Perspectives in HBR, Nov-Dec, 1993)</li> </ol>

## 2. Facilities Required

<b>Item</b>	<b>Resources</b>
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<i>Suitable lecture room to accommodate the size of the students, LCD projector, strong bandwidth for internet connection</i>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, access to moodle and internet
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

<b>Evaluation Areas/Issues</b>	<b>Evaluators</b>	<b>Evaluation Methods</b>
1. Strategies for Obtaining Student Feedback on Quality of Teaching	Students	<ul style="list-style-type: none"> <li>• <i>Completion of anonymous online course evaluations</i></li> <li>• <i>Students ability to answer pop up quiz, concept check questions at the end of each lecture</i></li> <li>• <i>Students capacity and thorough analysis to apply the concepts to solve the case studies</i></li> </ul> <p><i>Inquiring from the students best features of the course and any</i></p>

<b>Evaluation Areas/Issues</b>	<b>Evaluators</b>	<b>Evaluation Methods</b>
		<i>suggested strategies to improve the course</i>
2. Other Strategies for Evaluation of Teaching	Department Chair, peer colleagues	<i>Observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks, etc. Additional discussion with students, face-to-face meeting and via written feedback from students.</i>
3. Processes for Improvement of Teaching	Department Chair, instructor	<i>Access to resources, especially academic publications and textbooks supporting materials Feedbacks to students about their individual performance Workshops on teaching methods, review of recommended teaching strategies.</i>
4. Processes for Verifying Standards of Student Achievement	Department Chair, Quality Assurance committee, instructor	<i>Course portfolio has student's assessments which are available for independent review.</i>
5. Action Planning for Improvement	Instructor	<i>Course specification reviewed annually, course outline reviewed each semester, and course syllabus reviewed each semester.</i>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Provisional Departmental Curriculum Committee Chair Approval
<b>Reference No.</b>	13/05/2020-Curriculum committee
<b>Date</b>	2020-05-13

## ETHC 301

Following one SDG will be integrated in ETHC 301.

### **No 10: Reduced Inequalities**

SDG 10 – reduced inequalities measures universities’ research on social inequalities, their policies on discrimination and their commitment to recruiting staff and students from under-represented groups.

Following content (One Articles and One Case study) based on SDG is included in the syllabus of ETHC 301 for 201.

#### **1. Case**

##### **Three Problems in Protecting Competition**

Benjamin Edelman, Lena G. Goldberg

##### **Learning Objective:**

Introduction to competition law -- purposes, types of questions that arise, disputed practices, and the ethical principles beyond government intervention.

##### **Details**

Pub Date: Nov 28, 2016(Revised: Mar 6, 2017)

Discipline: Business Ethics

Subjects: [Business & government relations](#), [Business ethics](#), [Competition, Laws & regulations](#), [Strategy](#)

Source: Harvard Business School

Product #: 917012-PDF-ENG

Industry: Law

Length: 12 page(s)

#### **2. Article No1**

##### ***Doing Good and Doing Business at the Bottom of the Pyramid***

*Arpita Agnihotri*

##### **Details**

Pub Date: Sep 11, 2013

Discipline: General Management

Subjects: [Business ethics](#), [Economics](#), [Entrepreneurship](#), [Microfinance](#)

Source: Business Horizons

Product #: BH556-PDF-ENG

Geography: India

Length: 9 page(s)



# Course Specifications

<b>Course Title:</b>	Business ethics
<b>Course Code:</b>	ETHC 301
<b>Program:</b>	Core course for BSc Finance, BSc Marketing, & BSc Accounting, BSc Aviation Management
<b>Department:</b>	Management
<b>College:</b>	Business Administration
<b>Institution:</b>	Prince Sultan University

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## A. Course Identification

<b>1. Credit hours: 3</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered: year 3</b>			
<b>4. Pre-requisites for this course (if any): None</b>			
<b>5. Co-requisites for this course (if any): None</b>			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	90
2	Blended		
3	E-learning	5	10
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	36
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Classroom activities	9
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	25
3	Library	
4	Projects/Research Essays/Theses	40
5	Others (specify)	
	<b>Total</b>	110

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

The course introduces the students to real life business ethics challenges and dilemmas requiring tradeoffs. The course trains students in how to deal with these challenges.

## 2. Course Main Objective

The course aims at providing students with an overview of the most recent concepts related to business ethics along with the stakeholder's approach. Students will look at issues of corporate social responsibility, ethical decision making, ethical leadership, culture and developing an effective ethics program to guide corporations to distinguish between ethical practices and unethical ones specifically on a thin line between both.

Moreover, this course will provide students with a real-life cases and stories of ethical crisis and dilemmas pertaining to the 21st century learning organization and transformation leadership. That is, the type of ethical organization with authentic leadership to move into more authentic social interactions and responsible behaviors, not only to meet normal ethical standards are rules, but also to become environmentally friendly org and work beyond greening the business it works in.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Describe the important business ethics concepts, methods, and applications	
1.2	Explain how ethics can be incorporated into key business decisions	
<b>2</b>	<b>Skills :</b>	
2.1	Identify, analyze, and understand how business people make ethical decisions and handle ethical issues	
2.2	Recognize specific measures companies can take to build effective ethics programs	
<b>3</b>	<b>Competence:</b>	
3.1	Demonstrate ability to work with others and communicate effectively in teams	

## C. Course Content

No	List of Topics	Contact Hours
1	Chapter 1: The Importance of Business Ethics	6
2	Chapter 2: Stakeholder Relationships, Social Responsibility and Corporate Governance	6
3	Chapter 3: Emerging Business Ethics Issues	6
4	Chapter 5: Ethical Decision Making and Ethical Leadership	6
5	Chapter 7: Organisational Factors: the role of ethical culture and relationships	6
6	Chapter 8: Developing an Effective Ethics Program	6
7	Chapter 9: Managing and controlling Ethics Program	6
8	Chapter 10: Globalisation of Ethical Decision Making	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the important business ethics concepts, methods, and applications	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Case method</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Major examination</li> <li>• Final Examination</li> </ul>
1.2	Explain how ethics can be incorporated into key business decisions	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Case method</li> </ul>	<ul style="list-style-type: none"> <li>• Major examination</li> <li>• Final Examination</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Identify, analyze, and understand how business people make ethical decisions and handle ethical issues	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Case method</li> <li>• Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Case assignment</li> <li>• Major examination</li> <li>• Final examination</li> </ul>
2.2	Recognize specific measures companies can take to build effective ethics programs	<ul style="list-style-type: none"> <li>• Case method</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Major examination</li> <li>• Final examination</li> <li>• Project report</li> </ul>
<b>3.0</b>	<b>Competence</b>		
3.1	Demonstrate ability to work with others and communicate effectively in teams	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Group discussion</li> <li>• Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Final project</li> </ul>

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Major exams/ quizzes	3, 6, 8	35
2	Case assignment	8	5
3	Final project report	14	15
4	Oral presentation	14	5
5	Final examination	17	40

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

The instructor is available during her scheduled office hour daily for an hour. Students are urged to make an appointment via email to the instructor at least 24 hours before the visit in the event that they are unable to be in the campus during her office hour.



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Business Ethics: Ethical Decision Making and Cases by O.C. Ferrell, John Fraedrich and Linda Ferrell, 11th Edition, Cengage Learning
<b>Essential References Materials</b>	
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	Other cases and templates required will be distributed in class and/or uploaded into Moodle.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with a projector
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Access to the Internet and Microsoft Office
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Satisfaction with learning the course, instructor and resources	Students	Course evaluation survey
Perceived achievement of learning outcomes	Students	Course exit survey
Teaching/assessment/instructor	instructor	Asking students orally to provide their perceived needs and reasons for such a request.

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	

The Report on the alignment of the SDGs to the course, BUS351 (8-18-2020)

Instructors: Dr. Amira, Dr. Alawiya, and Dr. Abdullah



This is the alignment of the SDGs' to the course, BUS351(International Business).

SDG #	SDG topic	BUS495 Course Plan
Goal 8	<b>Decent Work and Economic Growth</b>	<p>- Globalization- Topic- Labour Policies and the Environment- Case Studies and Debates</p> <p>: A case of Rana Plaza Collapse in Bangladesh will be added. There is a good number of cases related to labour issues in the book itself.</p>
Goal 12	<b>Responsible Consumption and Production</b>	<p>- Describe what is required to efficiently and sustainably, coordinate a globally dispersed production system</p> <p>: Chapter 17 on production can be included as a decision making and debate topic to include global sustainable productions which also touch on the environment and poverty in other</p>

		<p>countries.</p> <p>One of the student learning objectives is to identify the factors that influence a firm's decision of whether to source supplies from within the company or from foreign suppliers.</p> <p>-</p>
Goal 17	<p><b>Partnership for the goals</b></p>	<p>- Searching global partnership for the SDG goals</p> <p>: There are a number of chapters which could be aligned to the SDG 17.</p> <ol style="list-style-type: none"> <li>1. Chapter 1- Global Institutions and their role in supervising global trade, peace and security and global exchange values</li> <li>2. Chapter 6- International Trade Theory</li> <li>3. Chapter 8- Foreign Direct Investment</li> </ol> <p>For all the above chapters short cases in the book or additional cases would be discussed in the class to highlight specifically effective partnership between public, private and civil society. The end of the term project would also include country specifics and foreign direct investments decisions and debates.</p>



Instructor: Dr. Park

This is the alignment of the SDGs' to the course, [BUS495 \(Strategic Management & Business Policy\)](#).

SDG #	SDG topic	BUS495 Course Plan
Goal 3	Good health and well-being	<ul style="list-style-type: none"> <li>- Team Research Project with a keyword of SDG</li> </ul> <p>: Making research paper by developing a corporate strategy and social responsibility with a keyword covering good health and well-being after COVID-19 Pandemic.</p>
Goal 4	Quality Education	<ul style="list-style-type: none"> <li>- Special care and Follow-up for students with disabilities</li> <li>- Providing equal and fair educational opportunities online (virtually and physically) with special care.</li> <li>- Implementing advanced virtual platform and various teaching tools for online class</li> </ul>
Goal 17	Partnership for the goals	<ul style="list-style-type: none"> <li>- Searching global partnership for COOP internship program</li> </ul> <p>: Particularly, this course is assigned to senior students (graduating students) who are preparing for interviews of COOP throughout the semester.</p> <p>Accordingly, the instructor and students</p>

		<p>can cooperate to discover global COOP opportunities.</p> <p>For example, Building global partnership with some Korean companies which have business transactions with Saudi Arabia or Middle East.</p>
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Remark: There is no doubt that the COVID-19 Pandemic has shaken the entire plans in Higher Education. However, it is also a great opportunity to make a healthier, more sustainable and super resilient world by building firm, better, sustainable development goals (SDGs). Particularly, we can develop some transformative ways in our course in turbulent times.



BUS 231 Legal Environment of Business

BUS 580 Ethical and Legal Environment of Business

SDG's can be integrated into these courses in several ways. I did not include specific chapter numbers, since I am currently in the process of selecting new textbooks for these courses. However, SDG's can be incorporated into chapters which include discussions on intellectual property, ethics and partnerships and corporations. Besides class discussions, I will include at least one assessed group project where students can explore how these initiatives can be incorporated into their business practices.

Intellectual Property:

**SDG 9--Energy, Innovation and Infrastructure** Discussion with students on incorporating sustainability into their intellectual property designs.

Ethics:

**SDG 16--Peace Justice and Strong Institutions** Project for students to analyse how they can exclude corporate corruption in their business practices.

Partnerships and Corporations:

**SDG 17--Partnerships for the Goals** Incorporate class discussion on the importance of global collaboration and including sustainability initiatives in corporate culture.

## SDG Compliant Curriculum Mapping of B. Sc. Marketing Program

AACSB PLGs	PLG-1	PLG-2	PLG-3	PLG-4	PLG-5		PLG-6
	Our graduates will have good knowledge of Marketing	Our graduates will be able to apply their conceptual knowledge of Marketing in practical settings	Our graduates will consider ethical perspectives while making decisions	Our graduates will be good team players	Our graduates will have good written and oral communication skills		Our graduates will be able to effectively use technology in solving business problems
SAQF/AACSB PLOs	PLO-1.1	PLO-2.1	PLO-3.1	PLO-4.1	PLO-5.1	PLO-5.2	PLO-6.1
	Our students will illustrate good knowledge of Marketing in different course assessments that they undergo.	Our students will describe practical solutions for marketing problems applying the theory in practice.	Our students will identify ethical issues and provide solutions in business decision-making contexts.	Our students will work effectively in teams as part of accomplishing group projects and tasks assigned to them.	Our students will exhibit their oral communication skills through presentations made for different courses.	Our students will demonstrate their written communication skills through project reports, assignments and essays submitted.	Our students will effectively use technology in collecting, analyzing and interpreting data for projects assigned to them.
Course Code	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO	The SDGs that the course complies with in relation to the PLO
<b>MKT 301</b> Principles of Marketing	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 7 SDG 8	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 7 SDG 8	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4
<b>MKT 310</b> Consumer Behavior	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4
<b>MKT 320</b> Promotion Management	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4
<b>MKT 340</b> Marketing Channels	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4

<b>MKT 350</b> Marketing Research	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4
<b>MKT 470</b> Strategic Marketing	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4 SDG 12
<b>MKT 492</b> Co-op in Marketing		SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4	SDG 4 - Target 4.3 SDG 4 - Target 4.4

SDG 4 - Target 4.3 is 'By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.' Hence, it acts as an overriding goal on all the PLOs; therefore, the male/female ratio of students, and comparative accomplishment levels of male and female students of the learning goals would act as a measure of the Marketing programs compliance to this SDG target. SDG 4 - Target 4.4 is 'By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.' It also acts as an overriding goal on all PLOs. A combined accomplishment of all PLOs will be a measure of this SDG compliance. Compliance of the Marketing program with SDG 7: 'Affordable and Clean Energy' and SDG 8: 'Decent Work and Economic Growth' will be assessed by using the course MKT 301, where the contribution is expected on PLO 1.1 and PLO 3.1. SDG 12, 'Responsible Consumption and Production' will be assessed by using two courses MKT 340 and MKT 470. In MKT 340 the said SDG compliance relates to PLO 1.1, PLO 2.1 and PLO 3.1, and in MKT 470, it relates to all PLOs. The syllabuses of those courses and the additional details attached show how the specified SDG compliances will be accomplished through the delivery and assessment of these courses.





### INSTITUTIONAL COURSE SYLLABUS TEMPLATE

Course Code: MKT 340	Course Title: Marketing Channels
Course Instructor: Dr. Imran Khan	Email: khan@psu.edu.sa
Credit Hours: 3	Course Location: 1-A05
Scheduled Office Hours: Refer to my schedule posted on my office door or by appointment.	Pre-Requisite: MKT 301
Office Location: E 357, Second floor, Old Building	Course Sessions : Sun, Tue, Thu, 11.00 am to 11:50 AM
Co-Requisite: NA	

## Mission Statement

### *CBA Mission*

Our mission is to create an innovative academic environment to promote excellence in business education, research, and service in the Kingdom of Saudi Arabia through commitment to quality and continuous improvement in accordance with international standards.

### *Marketing Program Mission*

To provide a quality program that integrates latest knowledge and best practices in marketing, and trains students in communication skills, ethics and creativity.

- I. Course Description:** The course will study the elements and management of marketing channels. For our purposes, a marketing channel is viewed as an inter-organizational system that is imbedded within a supply chain and is involved in the task of making products and services available for consumption. The focus of this course is on how institutions can effectively and efficiently transmit anything of value from its points of conception (services) or production (goods) to its points of usage (business-to-business or business-to-consumer). **Simultaneously, this course attempts to study the practices adopted by channel institutions to achieve sustainable management of available resources, which is also aligned with the sustainability development goal 12: Responsible Consumption and Production.**

**II. Course Learning Outcomes:** On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes	Measured by
Knowledge	<ul style="list-style-type: none"> <li>Identify the role of marketing channels</li> <li>Recognize different types of channel institutions and explore the newly established channels (SDG-12)</li> </ul>	Quizzes/ Major and Final Examination  Cases
Cognitive Skills	<ul style="list-style-type: none"> <li>Design a marketing channels strategy</li> </ul>	I. Major and Final Examination II. Case study and business scenarios
Interpersonal Skills & Responsibility	<ul style="list-style-type: none"> <li>Demonstrate discussion in class</li> <li>Indicate ability to work in a group.</li> </ul>	Case study and business scenarios Assignments and projects
Communication, Information Technology, Numerical	<ul style="list-style-type: none"> <li>Illustrate presentation skills using appropriate technology application</li> </ul>	Project presentation
Psychomotor (if Applicable)	Not applicable	

**III. Tentative Weekly Course Schedule:** (Should mention the specific course topics to be covered within the semester)

WEEK	UNIT/ TOPIC	CLO(s) alignment	STUDENT TASKS (assignments, readings, exams, quizzes, presentations, etc...)	Number of Contact hours
1	Introduction to the course			3
2	<b>Chapter 1</b> Understanding Channel Strategies	Knowledge and Cognitive Skills		3
3	<b>Chapter 2</b> End User Analysis: Segmenting and Targeting	Knowledge		3

4	<b>Chapter 4</b> Make or Buy Channel Analysis	Knowledge		3
5	<b>Chapter 5</b> Designing Channel Structures and Strategies.	Knowledge		3
6	<b>Chapter 5</b> Designing Channel Structures and Strategies.	Knowledge and Cognitive Skills	Major Exam 1 (20%)	3
7	<b>Chapter 6</b> Retailing Structures and Strategies <i>Case analysis about sustainable management practices by channel institutions.</i>	Knowledge and Cognitive Skills		3
8	<b>Chapter 7</b> Wholesaling Structures and Strategies	Knowledge and Cognitive Skills	Quiz/Assignment I (5%) –	3
9	<b>Chapter 8</b> Franchising Structures and Strategies	Knowledge and Cognitive Skills		3
10	<b>Chapter 9</b> Emerging Channel Structures and Strategies	Knowledge and Cognitive Skills		
11	<b>Chapter 10</b> Managing Channel Power	Knowledge, Cognitive Skills, Interpersonal Skills & Responsibility and Communication, Information Technology, Numerical	Major Exam 2 (20%)	3
12	<b>Chapter 11</b> Managing Channel Conflict	Knowledge and Cognitive Skills		3
13	<b>Chapter 12</b> Managing Channel Relationship	Knowledge and Cognitive Skills		3
14	Project report/Assignment submission and presentation	Knowledge, Cognitive Skills,	Project and Presentation	3



		Interpersonal Skills & Responsibility and Communication, Information Technology, Numerical		
15	Course wrap up			3

**Disclaimer:** The instructor reserves the right to change the course assessment and schedule, if he deems fit, and in that case the matter would be communicated to the students in the class and through the LMS or email.

#### IV. Student Assessment & Teaching Strategies: Assessment Task

Domain	Assessment Task	Teaching Strategy
Knowledge	Assignments, Quiz, Midterm, Presentation, Final Exam	Lecture instruction Group assignments Presentation In class discussions Video cases discussions
Cognitive Skills	Assignments, Quiz, Midterm, Presentation, Final Exam	Lecture instruction Group assignments Presentation Case discussions Video cases discussions
Interpersonal Skills & Responsibility	Project report and Presentation, Attendance	Presentations and project report
Numerical & Communication Skills	Project report and Presentation	Individual Presentation, Project report

#### V. Course Requirements

**MOODLE and Classroom Participation:** It is important to come to class already prepared in order to add to the discussion or complete the tasks assigned during class.

**Quiz/ Assignments:** The will be to assess your general knowledge of the theory and methods of discourse analysis.

**Midterm:** The midterm will assess both your understanding of the theory and the practical application of it in the field of discourse analysis.



**Project/Assignment:** As a part of the course, you are required to submit a project/assignment on a topic of your choice related to the field of discourse analysis and the topics we will be covering in class this semester.

The report should be more than 5 pages in length, the line spacing set at (1.5), use Times New Roman font, and size 12. Each report should have a title page, clear subheadings and documentation. The references should be no less than 7 sources (books, articles, and websites).

**Please note:**

Any **PLAGIARIZED** parts will result in rejecting the complete report, and you will get a zero. In addition, turnitin will used to identify plagiarism in accordance with the University policy.

**Oral Presentation:** The oral presentation is for you to defend your project/assignment in the form of a formal presentation.

**Final Exam:** The final exam is comprehensive and will assess both your understanding of the theory and the practical application of it in the field of discourse analysis for the topics covered throughout the semester.

**VI. Schedule of Assessment**

Assessment	Assessment Task	Proportion of Final Assessment
1	First major exam	20%
2	Second major exam	20%
3	Quiz	5%
4	Project	10%
5	Presentation	5%
6	Attendance	5%
7	Final exam	40%
	Total	100

Notes:

- The final exam will be comprehensive that is based on the entire program.
- A denial (deprivation from final exam) will be issued to the student when there are 13 or more than 13 absences.
- It is the sole responsibility of the student to keep satisfying level of attendance. Otherwise, "DN" grade will be granted automatically during any time in the semester without any notice.*



## VII. Learning Resources

### A. References -

*Palmatier R.W., Stern L.W and El Ansary A. I. Marketing Channel Strategy, 8<sup>th</sup> Edition Global Edition Pearson, 2015*

**B. Facilities Required**–Lecture room, computing resources, library, LMS Moodle, Edugate

**C. Learning Management System** – LMS Moodle

## VIII. Classroom Policies

### A. Academic Integrity Policy (e.g. plagiarism or dishonesty)

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own are also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

### B. Attendance Policy

Please, adhere to the following guidelines:

1. The University attendance policy will be strictly followed. In this course, absence of **13 classes or more than 13 classes will** results in a Denied Notice (DN). (Refer to the student regulation handbook for further details.)
2. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)
3. *It is the sole responsibility of the student to keep satisfying level of attendance. Otherwise, "DN" grade will be granted automatically during any time in the semester without any notice.*

**C. Homework Submission Policy** Deadlines will be strictly followed



# Course Specifications

<b>Course Title:</b>	<b>Strategic Marketing</b>
<b>Course Code:</b>	<b>MKT470</b>
<b>Program:</b>	<b>Bachelor of Science in Marketing</b>
<b>Department:</b>	<b>Marketing</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Final Semester
<b>4. Pre-requisites for this course (if any):</b> MKT301
<b>5. Co-requisites for this course (if any):</b> No

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning	45	100
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	10
2	Assignments	4
3	Library	
4	Projects/Research Essays/Theses	10
5	Others (specify)	
	<b>Total</b>	24

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course focus on strategic analysis and planning necessary to effectively match marketing strategies in a changing micro, macro and organizational environments. The course is intended to provide an understanding of the conceptual realm of marketing strategy and knowledge of the factors for consideration in making strategic marketing decisions. Students are provided ample opportunity to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Sustainability is fast becoming a strategic issue for businesses in all sectors. In this context, the UN Sustainability Development Goal (SDG) No 12: 'Responsible Consumption and Production' will be discussed aligning it with concepts like Societal Marketing and Green-Marketing. Besides, the course will explore the different business models that companies can use to drive change and explains why purpose-driven businesses are particularly well positioned to tackle the world's biggest problems.

### 2. Course Main Objective

The course is designed to benefit graduate business students, and presumes an understanding of business operations, analysis and the application of marketing as a result of required prerequisites. The major knowledge objectives of the course are -

- To expose the nature of strategic marketing
- To acquire the skills in developing strategic marketing
- To develop the strategic thinking in the application of strategic marketing
- To apply the concept of sustainability in business development & strategy

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Define and explain various marketing strategies	PLO 1
2	<b>Skills :</b>	
2.1	Demonstrate their communication and teambuilding skills through group discussions and class participations	PLO 3 & 6
2.2	Demonstrate their IT skills in making presentations	PLO 4
3	<b>Competence:</b>	
3.1	Interpret and appraise marketing strategic decisions on company's performance.	PLO 2
3.2	Develop a marketing plan and formulate marketing strategies in order to achieve company's objectives.	PLO 2

## C. Course Content

No	List of Topics	Contact Hours
1	Foundations of Strategic Marketing Management	6
2	Overview of Marketing Plan	3
3	Marketing strategy: analysis and perspectives	6
4	Sustainable Business Strategy & Sustainable Business Tools	6
5	Marketing Decision Making & Case Analysis	3
6	Opportunity Analysis, Market Segmentation and Market	3
7	Product and Service Strategy and Brand Management	3
8	Integrated marketing Communication Strategy and Management	3

9	Marketing Channel Strategy and Management	3
10	Pricing Strategy and Management	3
11	Marketing Strategy Reformulation: The Control Process	3
12	Global marketing Strategy	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Define and explain various marketing strategies	Lectures and extensive discussions in class	Essay questions in final exam
<b>2.0</b>	<b>Skills</b>		
2.1	Demonstrate their communication and teambuilding skills through group discussions and class participations	Require students to do case project analysis (Group work)	Final group presentation
2.2	Demonstrate their IT skills in making presentations	Individual and group presentations	Final group presentation
<b>3.0</b>	<b>Competence</b>		
3.1	Interpret and appraise marketing strategic decisions on company's performance.	1) Lecture 2) Extensive class discussions 3) Develop students' critical thinking through decision making exercises and case analysis	Final Exam
3.2	Develop a marketing plan and formulate marketing strategies in order to achieve company's objectives.	1) Facilitate students in group discussions Require students to do case and project presentation in class	Class presentation (Case & group project)

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Business Scenario/Exercise	Continuous	5%
2	Cases	Week 5 & 10	10%
3	Major Exam 1 & 2	Week 6 & 11	30%
4	Group project	Week 14	30%
5	Attendance		5%
6	Final	Week 16	20%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Roger A. Kerin and Robert A. Peterson (2013). Strategic Marketing Problems (13th Edition). Pearson
<b>Essential References Materials</b>	
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Computer, overhead projectors, smartboard, starboard
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Teaching Effectiveness	PSU Department/MBA	Student evaluation survey Teaching observation
Course Assessment	MBA	Exam/AOL Committee

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	

**COLLEGE OF BUSINESS ADMINISTRATION**  
**PRINCE SULTAN UNIVERSITY**  
**(Term 201)**

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**COURSE CODE : MKT470**  
**COURSE : STRATEGIC MARKETING**  
**INSTRUCTOR : Dr ABDUL RAHIM ABU BAKAR**  
**Room No : 2 - A21**  
**EMAIL : aAbubakar@psu.edu.sa**  
**PHONE : Ext 8926**  
**LECTURE DETAILS: MW 1:00- 2:15 1-A13**

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**Marketing Program Vision:**

The Marketing Program envisions to be a dynamic and leading program that transforms students into future marketing leaders and practitioners.

**Marketing Program Mission:**

The marketing program aims to provide a quality program that integrates the latest knowledge and best practices in marketing, and educate students with a high level of ethics, creativity, and international orientation.

**1.0 Course Description**

This course focus on strategic analysis and planning necessary to effectively match marketing strategies in a changing micro, macro and organizational environments. The course is intended to provide an understanding of the conceptual realm of marketing strategy and knowledge of the factors for consideration in making strategic marketing decisions. Students are provided ample opportunity to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Sustainability is fast becoming a strategic issue for businesses in all sectors. In this context, the UN Sustainability Development Goal (SDG) No 12: 'Responsible Consumption and Production' will be discussed aligning it with concepts like Societal Marketing and Green-Marketing. Besides, the course will explore the different business models that companies can use to drive change and explains why purpose-driven businesses are particularly well positioned to tackle the world's biggest problems.

**2.0 Course Objective:**

The course is designed to benefit graduate business students, and presumes an understanding of business operations, analysis and the application of marketing as a result of required prerequisites. The major knowledge objectives of the course are -

- To expose the nature of strategic marketing
- To acquire the skills in developing strategic marketing
- To develop the strategic thinking in the application of strategic marketing
- To apply the concept of sustainability in business development & strategy

### 3.0 Course learning Outcome:

At the end of this course, it is expected that the students would be able to:

1. Define and explain various marketing strategies.
2. Interpret and appraise marketing strategic decisions on company's performance.
3. Develop a marketing plan and **formulate sustainable marketing strategies** in order to achieve company's objectives.
4. Demonstrate their communication and teambuilding skills through group discussions and class participations
5. Demonstrate their IT skills in making presentations.

### 4.0 Main Reference

Roger A. Kerin and Robert A. Peterson (2013). Strategic Marketing Problems (13<sup>th</sup> Edition). Pearson.

### 5.0 Course Outline

Week	Chapter	Subject
1	–	<b>Course overview</b>
1 & 2	Chapter 1	Foundations of Strategic Marketing Management
2	Chapter 1	Overview of Marketing Plan
3	Chapter 2	Marketing strategy: analysis and perspectives
4	Chapter 3	<b>Sustainable Business Strategy &amp; Sustainable Business Tools</b>
		<b>Major Examination I: 4<sup>th</sup> week</b>
5	Chapter 4	Marketing Decision Making & Case Analysis
6	Chapter 5	Opportunity Analysis, Market Segmentation and Market Targeting
7	–	<b>Major Examination II: 9<sup>th</sup> week</b>
7	–	1 <sup>st</sup> Case Study
8	Chapter 6	Product and Service Strategy and Brand Management
9	Chapter 7	Integrated marketing Communication Strategy and Management
10	Chapter 8	Marketing Channel Strategy and Management
11		2 <sup>nd</sup> Case Study
12	Chapter 9	Pricing Strategy and Management
13	Chapter 10	Marketing Strategy Reformulation: The Control Process
14	Chapter 11	Global marketing Strategy
15	–	Final project presentation

## 6.0 Instructional Methodology

Pedagogy is based on various methods which include:

1. Lectures;
2. Case analysis and discussion
3. In-class exercises, both group and individual;
4. Videos, role play & scenarios.
5. Student written and oral presentations;
6. Classroom participation; and

## 7.0 Course Assessment

The breakdown of overall grade points would be:

Attendance & Participation	5%
Cases (2 CASES)	10%
Final Strategic Marketing project	15%
Written report	10%
Presentation	5%
Major Exam I	15%
Major Exam II	15%
Business Scenario	5%
Final Exam	40%
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TOTAL	100%

## 8.0 Classroom Policies

### A. Academic Integrity Policy (e.g. plagiarism or dishonesty)

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own are also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

### B. Attendance Policy

**Please, adhere to the following guidelines:**

1. **It is the sole responsibility of the student to keep satisfying level of attendance. Otherwise, "DN" grade will be granted automatically during any time in the semester without any notice.**

2. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)

### C. Group Project Submission Policy.

No extension would be given for the stated deadline.



# MKT470 MARKETING PLAN GUIDELINES

## General Information

The group project requires the team to develop a plan for a new product or service of a fictitious company. The plan should take care of the sustainability of the company's resource use. Besides, try to make it one, as far as possible, capable of promoting a more responsible consumption and production in a society. The new business should emphasize the ability of optimizing natural systems to provide the natural resources and ecosystem services on which the economy and society can both flourish. Each group will comprise of 4 members. You will come up with a new product – more specifically a good or service – one that your company would produce. Discuss how this new product/service idea would be executed. The paperwork consists of 10% of total carry marks while the group presentation is 5%. The due date will be in the 14th week. There will be no extensions or exceptions.

## Marketing Plan Guidelines

You are required to develop a new product or service either for the domestic market or an international market of your choice. You need to be creative within the confines of good marketing and general business practices. From a learning standpoint, this assignment will allow you to further develop skills that can be used in a future senior management role.

### Upon completion of the project, you would be able to:

- analyze and evaluate a strategic company situation,
- identify promising business opportunities,
- develop new product ideas to seize these opportunities,
- evaluate these ideas based on secondary *and* primary data, and
- write a marketing plan for the proposed product.

## An Abbreviated Marketing Plan Outline as a guideline

### Title Page

Must include title, course code, date, lecture's name, student's name and matrix number.

### Table of Contents

Must list all parts and corresponding page numbers. Must list all appendices.

### Executive Summary (400 words max)/ 5 marks)

Serves as an introduction to the marketing plan. Is written to acquaint the reader with the material that follows. It is a sales pitch to the reader. Who? What? Where? Why? When? How?

### Part 1: Strategic Focus and Plan (200 words max / 5 marks)

Consists of:

Mission/Vision Statement - a one sentence statement of the business overall objectives. This statement is not strictly for objectives of the product/service, but also objectives for the business as a whole. **Include the sustainability focus.**

### Part 2: Situation Analysis (600 words max/ 25 marks)

Consists of:

- ✦ a SWOT Analysis in chart form followed by an elaboration of the critical SWOT elements in paragraph form.
- ✦ an Industry Analysis - prove to the reader that you understand the industry by

discussing what is currently going on. (Trends, market size, # of businesses competing in your market, etc.)

- ✦ a Competitive Analysis - briefly profile the competitors that compete with you directly. What are their strengths and weaknesses? What can you learn from them? How will you remain competitive with them.
- ✦ a Customer (Consumer) Analysis - describe all of the potential customers for your product/service.

### **Part 3 - Market-Product Focus (400 words max/ 20 marks)**

Consists of:

- ✦ Marketing and Product Objectives - discuss specific objectives for the marketing of the product including expansion and growth plans. **What is the sustainability emphasis of your business?**
- ✦ Target Market - describe your primary target customer.
- ✦ Points of Difference - what sets you apart from your competitors? What is your competitive advantage?
- ✦ Positioning - Explain where your product will be positioned in the market.

### **Part 4 - Marketing Program (600 words max/ 30 marks)**

- ✦ Product Strategy - discuss all product elements; product line, packaging, quality, warranty, branding. A picture of the product or prototype can be referred to here.
- ✦ Price Strategy - mention and justify price in comparison to competitors and your price strategy.
- ✦ Promotion Strategy - discuss key promotional programs in this section. Sample ads can be included here.
- ✦ Place (Distribution) Strategy - describe current and future channels of distribution.

### **Part 5 - Location (150 words max/ 5 marks)**

Use photographs, diagrams and illustrations to paint an attractive picture of your business site (eg. If involve in retailing, services etc)

### **Part 6 - Implementation Plan (150 words max/ 5 marks)**

A chronological list of important deadlines and projected dates for the implementation and progress of business operations.

### **Part 7 - Evaluation and Control (150 words max/ 5 marks)**

An explanation of how the success of the business will be measured. E.g. target profit, breakeven analysis, sales ratios etc.

### **Appendices and references**

To include facts and figures obtained through marketing research (database). All written formats and references to follow the APA style.



Prince Sultan University  
**College of Business Administration/ Department of Marketing**  
1<sup>st</sup> Semester, 2020 - 2021

## **COURSE SYLLABUS**

Course Code : **MKT301** Name of Faculty : **Dr. Jamid Ul Islam**  
Course Title : **Principles of Marketing** Office Location : **Building 103- E-356**  
Credit Hours : **3** Course sessions : Sun, Tue, and Thu 09:00-09:50  
Pre-requisite : **BUS 101** Email : **jamid@psu.edu.sa**  
Office Hours: Refer to my schedule posted on my office door or by appoint

*\*Note: E-mail is the best way to contact me outside of the class*

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### **Marketing Program Vision**

The Marketing Program envisions to be a dynamic and leading program that transforms students into future marketing leaders and practitioners.

### **Marketing Program Mission**

The Marketing Program aims to provide a quality program that integrates the latest knowledge and best practices in marketing, and trains students with communication skills, ethics, creativity, and international orientation.

### **Course Description:**

Welcome to Principles of Marketing (MKT 301). I hope you enjoy your studies in this course.

Marketing is about creating customer value and building profitable customer relationships. This introductory course guides you through the process of understanding customer needs and wants, deciding which target markets the organization can serve best, and developing a compelling value proposition by which the organization can win. In addition, this course helps you in recognizing, serving, and satisfying the needs of customers vis-à-vis taking care of the society and environment by providing awareness about different sustainable energy tools. The United Nations Sustainability Development Goal 7: Affordable and clean energy will be incorporated. At the same time, this course helps you analyze business opportunities using creative business tools and promote economic growth. The United Nations Sustainability Development Goal 8: Decent work and economic growth will be incorporated.



### Course Objectives:

By the end of this course you should be able to:

#### **Knowledge:**

- Describe the marketing concepts to recognize, serve and satisfy customer needs
- Describe the marketing concepts to recognize, serve and take care of society and environment
- Identify the marketing process

#### **Cognitive Skills:**

- Analyze business opportunities using business tools and promote economic growth
- Explain the decision making process with relevant marketing concepts

#### **Interpersonal Skills & Responsibility:**

- Indicate ability to work in group

#### **Numerical & Communication Skills:**

- Demonstrate presentation skills using technology application

### Required Text Book

Required Textbook:

Marketing an Introduction (2017), Armstrong G., Kotler P., & Opresnik, M. Pearson, 13<sup>th</sup> Edition

Alternative Textbook:

Principles of Marketing (2017), Kotler P. & Armstrong G., Pearson, 17<sup>th</sup> Edition (Global Edition)

### Course Calender:

Topics	No. of Weeks	Contact Hours
Chapter 1 : MARKETING: CREATING AND CAPTURING CUSTOMER VALUE	5	15
Chapter 2 : COMPANY AND MARKETING STRATEGY: PARTNERING TO BUILD CUSTOMER RELATIONSHIPS		
Chapter 3 : ANALYZING THE MARKETING ENVIRONMENT		



<b>CHAPTER 5 : UNDERSTANDING CONSUMER AND BUSINESS BUYER BEHAVIOR</b>  <b>Chapter 6 : CUSTOMER-DRIVEN MARKETING STRATEGY: CREATING VALUE FOR TARGET CUSTOMERS</b>  <b>Chapter 7 : PRODUCTS, SERVICES, AND BRANDS: BUILDING CUSTOMER VALUE</b>  <b>Chapter 8: NEW-PRODUCT DEVELOPMENT AND PRODUCT LIFE-CYCLE STRATEGIES</b>	5	15
<b>Chapter 9: PRICING: UNDERSTANDING AND CAPTURING CUSTOMER VALUE</b>  <b>Chapter 10: MARKETING CHANNELS: DELIVERING CUSTOMER VALUE</b>  <b>Chapter 12: ENGAGING CUSTOMERS &amp; COMMUNICATING CUSTOMER VALUE</b>	5	15
<b>Total</b>	15	45

### **Exams:**

There are three exams during the semester, two majors exams and one final exam. These exams will follow the normal college pattern.

### **Schedule of Assessment**

<b>Assessment</b>	<b>Assessment Task</b>	<b>Week Due</b>	<b>Proportion of Final Assessment</b>
1	Quiz 1	11 <sup>th</sup> of February, 2020	5%
2	Class attendance	All weeks	5%
3	Major Exam 1	23 <sup>rd</sup> of February, 2020	20%
4	Major Exam 2	29 <sup>th</sup> of March, 2020	20%
5	Presentation (Group with individual evaluation)	(TBC)	10%
6	Final exam*	(TBC)	40%

\* The final exam will be comprehensive



### **Grades for Attendance**

We encourage you to attend the maximum number of classes and that benefit you in many ways than one. There is 5 marks for attendance and participation at classes that will be calculated according to the below table:

<b>Absents</b>	<b>Grade</b>
0 or 1	5
2-4	4
5-6	3.5
7-9	3
10-11	1.5
12	0

### **DN Policy**

Any student who earns 13 absences, will be recommended for DN.

### **DN Warning:**

**It is the sole responsibility of the student to keep satisfying level of attendance. Otherwise, “DN” grade will be granted automatically during any time in the semester without any notice.**

**Group presentation with individual evaluation (10%)** – Students will be divided into groups to work for their presentations. However, each group member will be evaluated individually for his performance. Each student will present any marketing related topic. The duration of the presentation is 5 minutes and student has to provide real examples of the concepts covered in class

### **Presentation Rubric**

	1	3	5
Content (3)	Fulfills a few requirements of the assignment	Fulfills the minimum requirements of the assignment	Fulfills most of the requirements
Visual presentation (3)	Student uses visual aids that in general support text and presentation	Student uses visual aids that relate well to text and presentation	Student uses visual aids that explain and reinforce excellently text and presentation
Organization (2)	Lack of sequence of information	Acceptable sequence	Excellent sequence



Elocution (1)	Clear pronunciation in some parts of the presentation	Clear and correct pronunciation in most parts of the presentation	Excellent and precise pronunciation in all parts of the presentation
Use of time (1) (5 minutes)	Presentation exceeds the time frame but acceptable	Good time management	Excellent time management and keep an appropriate pace for each point presented

### **Further Information**

Information from the Internet and other sources should be properly referenced. Please submit a hard copy in class and send me a soft copy to my email address for me to check for plagiarism. **Any student sending in copied or plagiarized work will receive no or minimal mark.**

### **Note:**

*The instructor has the right to change or modify the course syllabus to enhance the students' learning abilities, maximize the benefits for them, and to achieve the course objectives.*

*The possible modifications will be discussed with the students in the classroom. An updated and improved copy of the syllabus will be linked to the instructor's website (LMS), where the student are responsible for checking and keeping up with any possible change.*

**Relationship of SDG # 17 with Finance Program**

**1) Research**

**"Proportion of academic publications with co-author from developing countries"**.

Below matrix shows proportion of academic publications with co-author from developing countries.

- **Proportion of academic publications with co-author from developing country (72.5%)**

<b>Faculty Name</b>	<b>Total of Publications from 2014 - 2018</b>	<b>Total No. of publications with Co-authors from Developing countries</b>	<b>Title of Publications with Co-authors from Developing countries</b>
Prof. Izani Ibrahim	5	5	<ol style="list-style-type: none"> <li>1. Investor Sentiment and Bank Deposits in Malaysia: Do Banks Managers Time the Market while Pricing Deposits?</li> <li>2. Debt and Financial Performance of Reits In Malaysia: A Moderating Effect of Financial Flexibility</li> <li>3. DEBT AND FINANCIAL PERFORMANCE OF REITS IN MALAYSIA: AN OPTIMAL DEBT THRESHOLD ANALYSIS</li> <li>4. Divergence of opinion and moderating effect of investors' attentions in IPO market: Malaysian evidence</li> <li>5. Individual Investors' Participation and Divergence of Opinion in New Issue Markets: Evidence from Malaysia</li> </ol>
Prof. Chaker Aloui	34	18	<ol style="list-style-type: none"> <li>1. On the detection of extreme movements and persistent behaviour in Mediterranean stock markets: a wavelet-based approach</li> <li>2. Impact of Anti-crisis Measures on the Volatility of the Stock Market Stress Index in the Euro Zone</li> <li>3. Instabilities in the relationships and hedging strategies between crude oil and US stock markets: Do long memory and asymmetry matter?</li> <li>4. Measuring Interdependence and Contagion: A Copula Approach</li> <li>5. Measuring risk of portfolio: GARCH-copula model</li> </ol>



			<ol style="list-style-type: none"> <li>6. Environment degradation, Economic Growth and Energy Consumption Nexus: a Wavelet-Windowed Cross Correlation approach</li> <li>7. Forecasting Crude Oil Price Using Artificial Neural Networks: A Literature Survey</li> <li>8. Real growth co-movements and business cycle synchronization in the GCC countries: Evidence from time-frequency analysis.</li> <li>9. Comparing functional link artificial neural network and multilayer feedforward neural network model to forecast crude oil prices.</li> <li>10. The interactive relationship between the US economic policy uncertainty and BRIC' stock markets.</li> <li>11. Emerging Equity Markets Connectedness, Portfolio Hedging Strategies and Effectiveness.</li> <li>12. Comparing Functional Link Artificial Neural Network And Multilayer Feedforward Neural Network Model To Forecast Crude Oil Prices,</li> <li>13. Multivariate Co-movement Between Islamic Stock and Bond Markets Among the GCC: A Wavelet-Based View.</li> <li>14. Demand for audit quality in newly privatized firms in MENA region: Role of internal corporate governance mechanisms audit.</li> <li>15. A Multiple and Partial Wavelet Analysis of the Oil Price, Inflation, Exchange Rate, and Economic Growth Nexus in Saudi Arabia.</li> <li>16. Dynamic efficiency of European credit sectors: A rolling-window multifractal detrended fluctuation analysis.</li> <li>17. Are Islamic bonds a good safe haven for stocks? Implications for portfolio management in a time-varying regime-switching copula framework.</li> <li>18. Retraction notice to "On the interplay between Energy consumption, economic growth and CO2 emission nexus in the GCC countries: a comparative analysis through wavelet approaches".</li> </ol>
Dr. Ahmad Khasawneh	6	4	<ol style="list-style-type: none"> <li>1. The Effects of the Fair Value Option under IAS 40 on the Volatility of Earnings</li> <li>2. Sales Nationality and Debt Financing Impact on Firm's Performance and Risk: Evidence from Jordanian Companies</li> <li>3. Impact of Foreign Ownership on Capital Structure and Firm Value in Emerging Market: Case of Amman Stock Exchange Listed Firm</li> </ol>

			4. Working Capital Variations By Industry And Implications For Profitable Financial Managemen
Dr. Engku Ngah	2	0	
Dr. Alam Asadov	4	2	1. Musharakah Mutanaqisah Home Financing: Issues in Practice 2. Critical Look at an Islamic Gold Investment Account
Dr. Ivan Duran	3	3	1. Mergers and Acquisitions in Latin America: Industrial Productivity and Corporate Governance 2. Spillover Effects from Inward FDI on the Exporting Decisions of Chilean Manufacturing Plants 3. Mergers and Acquisitions in Latin America, corporate governance and gravity model
Dr. Nevi Danila	4	4	1. FDI on Economic Growth: Indonesia Case Study 2. The Impact of knowledge management on work performance through the employees' competence: a case study of "MP" bank. 3. The Determinants of Exchange Rate Risk Management in Developing Countries: Evidence from Indonesia 4. Risk of Indonesian Banks: Applying Historical Expected Shortfall Methodology
Dr. Umara Noreen	10	9	1. Two Sides of a Coin: Effects of Perceived and Actual Financial Literacy on Investment Decision Making Behavior Mediated by Financial Risk Tolerance 2. Microfinancing, governance, and performance: a South Asian perspective. 3. Financial Literacy as Competitive Advantage for Individual Investors' Decision Making. 4. Antecedents and Outcomes of Employee wellbeing: A Path Model Approach. 5. Stock Price Volatility and Role of Dividend Policy: Empirical Evidence from Pakistan 6. Capital Buffers and Bank Risk: Empirical Study of Adjustment of Pakistani Banks. 7. Mergers & Acquisitions: Vital Instrument of Corporate Strategy Current and Historical Perspective

			<p>8. Climate change and air pollution jointly creating nightmare for tourism industry</p> <p>9. Impact of Derivatives on Financial Services Sector and Risk Management</p>
Dr. Priyanka Aggarwal	5	3	<p>1. 1. Impact of Macro Economic Variables of India and USA on Indian Stock Market</p> <p>2. 2. Impact of Fiscal and Monetary Policy on Economic Growth in an Emerging Economy.</p> <p>3. 3. Women Empowerment and Economic Growth: Empirical Evidence from Saudi Arabia</p>
Dr. Noor Azlinna Azizan	33	33	<p>1. Utilizing Modified Delphi Method to select Performance Measures in SMEs</p> <p>2. Student spin-off intentions in Malaysian higher educational institutions: Founders' characteristics and university roles</p> <p>3. A Methodology Review: Investigation of Entrepreneurship Success.</p> <p>4. Investigating the Empirical Relationship Between Service Quality, Trust, Satisfaction, and Intention of Customers Purchasing Life Insurance Products.</p> <p>5. Dynamic network performance evaluation of general insurance companies: an insight into risk management committee structure,.</p> <p>6. Impact of managerial overconfidence and government intervention on firm leverage decision: A MARS model approach.</p> <p>7. Managerial overconfidence and leverage decision. The moderating effect of human governance in Malaysia.</p> <p>8. Managerial overconfidence, government intervention and corporate financing decision.</p> <p>9. Modelling Gold Price using ARIMA – TGARCH.</p> <p>10. Research Gap in Sustainopreneurship.</p> <p>11. The impacts of risk management committee's characteristics and prestige on efficiency</p> <p>12. Does CEO ownership matter in Malaysian government-controlled firms' performance?</p> <p>13. Efficiency Performance of General Insurance Companies in Malaysia.</p>

			<p>14. Efficiency of Malaysian politically connected insurers: revisiting the resource-based view</p> <p>15. How are the Performance of Small Businesses Influenced by HRM Practices and Governmental Support?</p> <p>16. Knowledge Creation in an Integrated Product-Service.</p> <p>17. Perceived service quality's effect on patient satisfaction and behavioural compliance.</p> <p>18. Predictors for the Success and Survival of Entrepreneurs in the Construction Industry.</p> <p>19. Regression Factors of Small Businesses Performance: Conceptual Model.</p> <p>20. Strategically integrating risk management into intellectual capital management.</p> <p>21. The effect of E-commerce usage of online business performance of hotels.</p> <p>22. Upper Echelon Theory Revisited: The Relationship between CEO Personal Characteristics and Financial Leverage Decision.</p> <p>23. Western Trends of Human Resources Management: Theories and Practices.</p> <p>24. What is the Role of Governmental Support on Organizational Performance of Small Businesses? (A Case of Malaysia Small Business).</p> <p>25. Efficiency performance of Malaysian politically connected insurers: Revisiting the resource-based view.</p> <p>26. Human governance and firm's leverage decision: Evidence from Malaysian listed companies.</p> <p>27. Hybrid layer of protection analysis and bow-tie analysis.</p> <p>28. INTEGRATE FAULT TREE ANALYSIS AND FUZZY SETS IN QUANTITATIVE RISK ASSESSMENT.</p> <p>29. Linkage of Management Decisions to Shareholder's Value: EVA Concept.</p> <p>30. Stock market performance and modern portfolio theory: Case on Malaysian stock market and Asian indices.</p> <p>31. The Impact Of Quality Objectives Of Various Services On Revenue Enhancement And Increase In Volume Of Business For Kpj Penang Specialist Hospital, Malaysia.</p>
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			32. The Relationship between the Movements of Capital Markets in Developed Economies and Their Emerging Market Counterparts in The Asian Pacific Region. 33. The S in corporate social responsibility and performance of the U.S. telecommunications industry. Knowledge and Process Management.
Dr. Zaiton Ali	3	3	1. White Land Tax: The Case of Saudi Arabia 2. Assessing households' knowledge, attitude and behaviour and their welfare changes for the air quality improvement: A case study in Klang Valley, Malaysia 3. Determining factors of Corporate Real Estate (CRE) strategy implementation in the Malaysian business corporations
Dr. Najia Saqib	11	3	1. Women Empowerment and Economic Growth: Empirical Evidence from Saudi Arabia 2. Impact of Fiscal and Monetary Policy on Economic Growth in an Emerging Economy. 3. Impact of Macroeconomic Variables of India and USA on Indian Stock Market.
<b>Total</b>	<b>120</b>	<b>87</b>	

## 2) Relationship to support the goals

Bachelor of Science in Finance Program has relationships with the government agencies, local institutions, NGO's to support the continuous teaching and learning at the program level. Below table exhibits the same relationship in relation to SDG 17.

#	Organization	Brief Description	Initiatives	Timeframe
1	<u>Capital Market Authority</u>	The governmental agency assigned the duty to regulate and develop the capital market and promote appropriate standards and techniques for all stakeholders involved in securities trade operations.	Opportunities for cooperative education training for Finance Degree students, Faculty of CBA designed some <u>CME</u> exams courses/manuals	Ongoing

#	Organization	Brief Description	Initiatives	Timeframe
2	<u>The Financial Academy of SAMA</u>	The <b>Financial Academy</b> offers examinations of professional licenses as called and defined by SAMA and CMA.	Offering training in Finance and Economics for the academy employees	2017
3	<u>Tadawul</u>	The Saudi Stock Exchange Market Co.	Opportunities for cooperative education training for Finance Degree students	Ongoing
4	<u>Mohammed bin Salman Foundation (MISK Foundation)</u>	A Saudi Charity that takes initiatives to encourage innovation, to ensure sustainability and growth	Financial donations by MISK to support two financial data labs provided by Bloomberg Terminal with 16 outlets	Since September 2018
5	<u>Bloomberg Professional Services (Bloomberg Terminal)</u>	Bloomberg Professional Services connect decision makers to a dynamic network of information, people and ideas. It delivers data, news and analytics through innovative technology on a timely and efficient manner	Support for 16 Bloomberg Terminals, Support for the BMC by faculty and students, Participating in Bloomberg Research Challenges for two years	Since September 2018
6	<u>CFA Institute</u>	The premier global association for investment management professionals	BS of Finance Program Recognition, Participating in the CFA Student Research Challenge	Since 2015

### 3) Publication of SDGs Report

Does Not Apply

### 4) Education on the SDGs

The finance program is teaching the next generation to adopt sustainability in their lives. Below is a list of some of action taken to assure the sustainability in the students lives.

<b>Actions taken in teaching and program curricula to maintain sustainability in students' lives</b>	<b>Examples</b>
1) The department is keen to review the plan of the bachelor's in finance program to keep up with the developments in the capital markets.	Periodical minor and major review of the program curricula and courses contents to assure the program is up to date and matched with the current and future business environment.
2) The department is currently teaching its courses in line with technological progress in the business environment in general and in the capital markets.	- Many courses in the program are taught with the utilization of empirical labs (for example, Bloomberg lab) to give the students the necessary skills in using one of the most common empirical platforms.
3) The program curricula and courses contents are developed with the consultation of the local and international companies.	The program formed an advisory board from the industry which always provide the department of what is needed in the current and future job market.
4) The department is keen to offer elective courses that are compatible with the labour market needs.	The department started offering the Derivative securities course as it is a new product introduced in the SAUDI market and the coming years will witness expansion in its usage.
5) The program curricula include empirical portion which help students to learn empirical skills related to the current job market and expose them to the future environment.	The curricula include 10 credit hours (27 weeks) training in one of the leading national / international companies.
6) The department is currently developing its study plan in line with the information and data revolution in the business environment in general and in the capital markets.	- The suggested curricula include courses related to data processing such as: financial econometrics, financial modelling. - Utilizing the online resources of many of our courses which are provided by the university's computer centre or/and the textbook publisher (such as: Moodle, Person lab,...)

## Mapping Finance courses with SDGs

Course Code	Course Name	SDGs – Mapped with	Evidence / Course's Specifications
ECON101	Microeconomic Analysis	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1U50vksIHiz8W6K63vRNHkoQXEU-68m89/view?usp=sharing">https://drive.google.com/file/d/1U50vksIHiz8W6K63vRNHkoQXEU-68m89/view?usp=sharing</a>
ECON103	Macroeconomic Analysis	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1Oh2OezBraeQz_5iDuYZ7Wv9dBglqJblY/view?usp=sharing">https://drive.google.com/file/d/1Oh2OezBraeQz_5iDuYZ7Wv9dBglqJblY/view?usp=sharing</a>
ECON207	Money and Banking	SDG 4, SDG 8, SDG 9, SDG 16 & SDG 17	<a href="https://drive.google.com/file/d/1Vrdp8oSihucwvCSyX0DXDwLq59ZREKf9/view?usp=sharing">https://drive.google.com/file/d/1Vrdp8oSihucwvCSyX0DXDwLq59ZREKf9/view?usp=sharing</a>
FIN301	Principles of Finance	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1yjLXiV3J4ZS3rFg0bkkBj2uBdSdk_H9H/view?usp=sharing">https://drive.google.com/file/d/1yjLXiV3J4ZS3rFg0bkkBj2uBdSdk_H9H/view?usp=sharing</a>
FIN330	Principles of Insurance	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1nwET8LL29_wLYeV9mYJp5IciS_MFauPI/view?usp=sharing">https://drive.google.com/file/d/1nwET8LL29_wLYeV9mYJp5IciS_MFauPI/view?usp=sharing</a>
FIN340	Real Estate Principles	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1cnVIEpRTMUBgDSOaK5wfMAN5cEd_ICDu/view?usp=sharing">https://drive.google.com/file/d/1cnVIEpRTMUBgDSOaK5wfMAN5cEd_ICDu/view?usp=sharing</a>
FIN350	Principles of Investments	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1FQbx6qpMlLwtBvLjKT6qA84CqbvX1Rgl/view?usp=sharing">https://drive.google.com/file/d/1FQbx6qpMlLwtBvLjKT6qA84CqbvX1Rgl/view?usp=sharing</a>
FIN360	Capital Investment and Financing	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/170H9hdRWg73oMixP1wZnPO-qQAnZz_uA/view?usp=sharing">https://drive.google.com/file/d/170H9hdRWg73oMixP1wZnPO-qQAnZz_uA/view?usp=sharing</a>
FIN370	Financial Institutions & Commercial Banks	SDG 4, SDG 8, SDG 9, SDG 16 & SDG 17	<a href="https://drive.google.com/file/d/1Q_4n5aDsGTQiab1h4WDN8rGGHyTJm9F/view?usp=sharing">https://drive.google.com/file/d/1Q_4n5aDsGTQiab1h4WDN8rGGHyTJm9F/view?usp=sharing</a>
FIN380	International Finance (elective)	SDG 4, SDG 8, SDG 9, SDG 16 & SDG 17	<a href="https://drive.google.com/file/d/12-OKeHQfG5IftHxoxWVzuCCL3rvpssfd/view?usp=sharing">https://drive.google.com/file/d/12-OKeHQfG5IftHxoxWVzuCCL3rvpssfd/view?usp=sharing</a>
FIN440	Investment and real estate Investment (elective)	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1te9Hqfly_Vgs6ncPcnD06VeHvMMuuXvg/view?usp=sharing">https://drive.google.com/file/d/1te9Hqfly_Vgs6ncPcnD06VeHvMMuuXvg/view?usp=sharing</a>
FIN450	Security Analysis and Portfolio Management (elective)	SDG 4, SDG 8, SDG 9, SDG 16 & SDG 17	<a href="https://drive.google.com/file/d/1tuPqXHXWxOfpDkeSBxOqHyxftcHMU5YZ/view?usp=sharing">https://drive.google.com/file/d/1tuPqXHXWxOfpDkeSBxOqHyxftcHMU5YZ/view?usp=sharing</a>
FIN460	Derivatives Securities Markets (elective)	SDG 4, SDG 8, SDG 9, SDG 16 & SDG 17	<a href="https://drive.google.com/file/d/1fmLtxUD6LbBXnDe8g2c32tJqMOPvudNH/view?usp=sharing">https://drive.google.com/file/d/1fmLtxUD6LbBXnDe8g2c32tJqMOPvudNH/view?usp=sharing</a>
FIN470	Cases in Financial Management	SDG 4, SDG 8, SDG 9, SDG 12 & SDG 17	<a href="https://drive.google.com/file/d/1peDxVvwVcFENxzPZ_WFsvbKBjbsR4uE0/view?usp=sharing">https://drive.google.com/file/d/1peDxVvwVcFENxzPZ_WFsvbKBjbsR4uE0/view?usp=sharing</a>



# MBA Program and Courses alignment with SDGs

*Dr. Jolly Sahni*

*Associate Director, MBA Program*

*College of Business*






The United Nations' Sustainable Development Goals (SDGs for 2030) includes global blueprints designed to deliver progress, peace and prosperity for people and the planet. The higher education institutes form an important stakeholder in contributing towards these goals. At PSU, we have a strong commitment to meaningful education around the SDGs. The integration of SDGs are endorsed in our curriculum, research and outreach.




The Global Goals represent the greatest social, economic and environmental challenges facing current and future leaders and managers in all sectors. Incorporating this the MBA program enables students to develop leadership skills, sound business knowledge, and analytical abilities for integrating ideas from different disciplines to solve the complex business problems.


In addition to the MBA program's commitment to SDG 4 'Quality Education', it is aligned with other SDGs as well (as shown in the table below). SDG education is contextualised and integrated across a number of courses within the MBA programme. Based on the Partnership for the Goals (SDG 17) methodology; the metric we are focused on is: Education on the SDGs; which explores how universities are teaching the next generation to adopt sustainability in their lives.




Moving forward, given the complexities of SDGs it is essential to rethinking about the content and add an interdisciplinary and systems approach by adding real world collaborative projects that would help students develop their systems thinking and changemaking capacities.


## MBA Courses alignment with SDGs

SDGs	Aligned Course Name	Content	Evidence
  	<p>BUS 570 Managing Organisations and People</p> <p>HRM 570 Human Resource Management</p>	<p><b>BUS570</b> Education for sustainable development including gender equality. Reduced inequalities, including diversity and discrimination.</p> <p><b>HRM 570</b> SDG 5 – gender equality measures universities’ research on the study of gender, their policies on gender equality and their commitment to recruiting and promoting women. No 10: Reduced Inequalities SDG 10 – reduced inequalities measures universities’ research on social inequalities, their policies on discrimination and their commitment to recruiting staff and students from under-represented groups. Two Articles and one Case study) based on SDG is included in the syllabus of HRM 570 for 201</p> <p><b>FIN550</b> Decent work and economic growth (SDG8): Case study on optimal debt for domestic companies to strengthen their financial stability. Gender equality (SDG 5): Readings on workforce gender diversity and corporate performance.</p>	<p>Course syllabus &amp; Cases</p>

SDGs	Aligned Course Name	Content	Evidence
<div data-bbox="194 343 539 632"> <p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  </div> <div data-bbox="194 632 539 906"> <p><b>16</b> PEACE AND JUSTICE</p>  </div> <div data-bbox="194 906 539 1260"> <p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>  </div>	<p>BUS 580 Legal and Ethical Environment of business</p>	<p>SDG's incorporated into chapters which include discussions on intellectual property, ethics and partnerships and corporations.</p> <p>Intellectual Property: <b>SDG 9</b>--Energy, Innovation and Infrastructure Discussion with students on incorporating sustainability into their intellectual property designs.</p> <p>Ethics: <b>SDG 16</b>--Peace Justice and Strong Institutions Project for students to analyse how they can exclude corporate corruption in their business practices.</p> <p>Partnerships and Corporations: <b>SDG 17</b>--Partnerships for the Goals Incorporate class discussion on the importance of global collaboration and including sustainability initiatives in corporate culture.</p>	<p>Course Syllabus</p>

SDGs	Aligned Course Name	Content	Evidence
 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<p>BUS 581 Managing Information</p> <p>MKT 538 Strategic Marketing</p>	<p><b>BUS581</b> Green IT is in the IT infrastructure topic. The course syllabus and course specification lists IT infrastructure to be covered during week 5. Students are exposed to concepts on server virtualization, storage virtualization, and server consolidation. Measures for student's learning outcomes are via exams to determine the application of the concepts in a case study.</p> <p><b>MKT538</b> Cases and readings would be added at the end of the second chapter of the book with the title “Corporate Strategy Decisions and Their Marketing Implications”. A chapter with the title “Sustainable Marketing Strategy” from the book Sustainable marketing written by Diane Martin and Data John Schouten will be given for the reading and discussion in the class because sustainable strategies planned at the corporate levels are translated into business and marketing levels.</p>	<p>Course Syllabus Sample of Cases</p>

SDGs	Aligned Course Name	Content	Evidence
<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  <p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  <p><b>13</b> CLIMATE ACTION</p> 	<p>BUS 582 Production and Operation Management</p>	<p>BUS582- In the Production and Operations Management Course in almost all of the chapters one of the topics that is included is Sustainability, as you can see in the course syllabus attached ( not complete yet in terms of assessment)</p> <p>The research project for this course is related to Sustainability topics too, including the environmental or social dimension, or both and the economic dimension</p>	<p>Course Syllabus</p>

SDGs	Aligned Course Name	Content	Evidence
	<p>FIN 551 Investment Analysis &amp; Portfolio Management</p> <p>FIN 559 Selected Topics in Finance</p> <p>BUS 590 Strategic Management</p>	<p><b>FIN551</b> The course will also add on sustainable investment as part of portfolio management to increase students' awareness on green finance.</p> <p><b>FIN559</b> course supports SDG by encouraging sustainability through enabling MBA students to learn for the resources available to them at PSU and outside; develop knowledge and expertise from which they can capitalize and contribute to society through the careers they will be holding and any opportunity of sharing what they have learned and developed from this course.</p> <p><b>BUS590</b> The course focuses on sustainable development on many junctures. Particularly, Social Responsibility &amp; Its measurement including triple bottom line- Environmental performance</p>	<p>Course Syllabus</p>



**DEPARTMENT OF ACCOUNTING**

<b>COURSE #</b>	<b>TITLE</b>	<b>RELEVANT SDG</b>
ACC 111	FOUNDATIONS IN FINANCIAL ACCOUNTING	
ACC 222	FOUNDATIONS IN MANAGERIAL ACCOUNTING	
ACC 213	FINANCIAL MEASUREMENT AND DISCLOSURE I	
ACC 224	STRATEGIC COST ANALYSIS	
ACC 315	FINANCIAL MEASUREMENT AND DISCLOSURE II	
ACC 356	ZAKAT AND TAX ACCOUNTING	
ACC 317	CORPORATE REPORTING AND GOVERNANCE	SDG 16
ACC 348	AUDITING AND ASSURANCE	
ACC 339	INTERNATIONAL PUBLIC SECTOR ACCOUNTING STANDARDS	SDG 16
ACC 430	INTERNATIONAL FINANCIAL REPORTING STANDARDS	SDG 16
ACC 421	MANAGERIAL CONTROL AND DECISION MAKING	
ACC 453	VALUE ADDED TAX (VAT)	
ACC 443	ADVANCED AUDITING	
ACC 454	INTERNATIONAL TAXATION	SDG 17
ACC 444	CASES IN AUDITING	
ACC 455	CASES IN ZAKAT AND TAX	
ACC 445	IT APPLICATIONS IN AUDITING	
ACC 472	PROFESSIONAL PRACTICES AND ETHICS IN ACCOUNTING	SDG 8; SDG 11
ACC 490	INTERNSHIP IN ACCOUNTING	SDG 8; SDG 11

**Outreach Activities for communities 2019-2020**

1. Abdulaziz Al Kanhal "Transition Towards IFRS" Session, Date: 27 October, Time: 12-1 pm, Venue: Building 105 Auditorium (Male and Female)
2. Mariam Al Najim "What is Internal Auditing?" Session, Date: 4 November, Time: 12-1 pm, Venue: Building 105 Auditorium (Male and Female)
3. Abdullah Al Kobraish "Financial Statements Manipulation and Fraud" Session, Date: 6 November, Time: 12-1 pm, Venue: Building 105 Auditorium (Male and Female)
4. ATC (Asool Training & Consultation) "Reading the Financial Statements" Workshop, 10 November, Time: 4-7 pm, Venue: Building 101, Prince Sultan Hall (Male and Female)
5. Hend Albassam "Accounting Principles in Arabic" Workshop, Date: 19 November, Time: 4-7 pm, Venue: Building 101, Prince Sultan Hall (Male and Female)