



## 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/by/rank/sort_order/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>

## Table of Contents

<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.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
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"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <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>	<b>45</b>
<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>	<b>55</b>

\* 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.	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 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.	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 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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6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
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2. Assessment Tasks for Students .....	6
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<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"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <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

Council / Committee	
Reference No.	
Date March , 2020	



# 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>



## Table of Contents

<b>A. Course Identification</b>	<b>3</b>	
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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"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>			
<b>4. Pre-requisites for this course (if any):</b> BUS101 Introduction to Business			
<b>5. Co-requisites for this course (if any):</b> MKT 301 Principles of Marketing			

### 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>		<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	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

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>	<b>STRATEGIC MANAGEMENT &amp; BUSINESS POLICY</b>
<b>Course Code:</b>	<b>BUS 495</b>
<b>Program:</b>	<b>Bachelor of Science (Finance)</b> <b>Bachelor of Science (Accounting)</b> <b>Bachelor of Science (Marketing)</b> <b>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>

## Table of Contents

<b><u>A. Course Identification</u></b> .....	3
6. Mode of Instruction (mark all that apply) .....	3
<b><u>B. Course Objectives and Learning Outcomes</u></b> .....	3
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes.....	4
<b><u>C. Course Content</u></b> .....	4
<b><u>D. Teaching and Assessment</u></b> .....	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b><u>E. Student Academic Counseling and Support</u></b> .....	6
<b><u>F. Learning Resources and Facilities</u></b> .....	7
1. Learning Resources .....	7
2. Facilities Required.....	7
<b><u>G. Course Quality Evaluation</u></b> .....	7
<b><u>H. Specification Approval Data</u></b> .....	8

## 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"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <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

### 1. Course Description

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>		<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	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

Item	Resources
<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

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

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<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</i>  <i>Feedbacks to students about their individual performance</i>  <i>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

## Table of Contents

<b><u>A. Course Identification</u></b> .....	<b>3</b>
<u>Mode of Instruction (mark all that apply)</u> .....	3
<b><u>B. Course Objectives and Learning Outcomes</u></b> .....	<b>3</b>
<u>1. Course Description</u> .....	3
<u>2. Course Main Objective</u> .....	4
<u>3. Course Learning Outcomes</u> .....	4
<b><u>C. Course Content</u></b> .....	<b>4</b>
<b><u>D. Teaching and Assessment</u></b> .....	<b>5</b>
<u>1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods</u> .....	5
<u>2. Assessment Tasks for Students</u> .....	6
<b><u>E. Student Academic Counseling and Support</u></b> .....	<b>6</b>
<b><u>F. Learning Resources and Facilities</u></b> .....	<b>7</b>
<u>1. Learning Resources</u> .....	7
<u>2. Facilities Required</u> .....	7
<b><u>G. Course Quality Evaluation</u></b> .....	<b>7</b>
<b><u>H. Specification Approval Data</u></b> .....	<b>8</b>

## 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>	<b>45</b>
<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>	<b>110</b>

\* 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
1	<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	
2	<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	
3	<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
Total		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	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>	<ul style="list-style-type: none"> <li>- Globalization- Topic- Labour Policies and the Environment- Case Studies and Debates</li> </ul> <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>	<ul style="list-style-type: none"> <li>- Describe what is required to efficiently and sustainably, coordinate a globally dispersed production system</li> </ul> <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	<b>Partnership for the goals</b>	<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> </ul> <p>: Providing equal and fair educational opportunities online (virtually and physically) with special care.</p> <ul style="list-style-type: none"> <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 be 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>

## Table of Contents

<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>4</b>
1. Course Description .....	4
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities .....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</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"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>		<b>Final Semester</b>	
<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	Student evaluation survey Teaching observation
	Department/MBA	
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

Council / Committee	
Reference No.	
Date	

**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
<b>1</b>	—	<b>Course overview</b>
<b>1 &amp; 2</b>	Chapter 1	Foundations of Strategic Marketing Management
<b>2</b>	Chapter 1	Overview of Marketing Plan
<b>3</b>	Chapter 2	Marketing strategy: analysis and perspectives
<b>4</b>	Chapter 3	<b>Sustainable Business Strategy &amp; Sustainable Business Tools</b>
		<b>Major Examination I: 4<sup>th</sup> week</b>
<b>5</b>	Chapter 4	Marketing Decision Making & Case Analysis
<b>6</b>	Chapter 5	Opportunity Analysis, Market Segmentation and Market Targeting
<b>7</b>	—	<b>Major Examination II: 9<sup>th</sup> week</b>
<b>7</b>	—	1 <sup>st</sup> Case Study
<b>8</b>	Chapter 6	Product and Service Strategy and Brand Management
<b>9</b>	Chapter 7	Integrated marketing Communication Strategy and Management
<b>10</b>	Chapter 8	Marketing Channel Strategy and Management
<b>11</b>		2 <sup>nd</sup> Case Study
<b>12</b>	Chapter 9	Pricing Strategy and Management
<b>13</b>	Chapter 10	Marketing Strategy Reformulation: The Control Process
<b>14</b>	Chapter 11	Global marketing Strategy
<b>15</b>	—	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 : <b>MKT301</b>	Name of Faculty : <b>Dr. Jamid Ul Islam</b>
Course Title : <b>Principles of Marketing</b>	Office Location : <b>Building 103- E-356</b>
Credit Hours : <b>3</b>	Course sessions : Sun, Tue, and Thu 09:00-09:50
Pre-requisite : <b>BUS 101</b>	Email : <b>jamid@psu.edu.sa</b>
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
Total	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

Assessment	Assessment Task	Week Due	Proportion of Final Assessment
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%)**

Faculty Name	Total of Publications from 2014 - 2018	Total No. of publications with Co-authors from Developing countries	Title of Publications with Co-authors from Developing countries
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/1Vrdp8oSlhucwvCSYx0DXDwlq59ZREKf9/view?usp=sharing">https://drive.google.com/file/d/1Vrdp8oSlhucwvCSYx0DXDwlq59ZREKf9/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_wLYeV9mYJp5lciS_MFauPI/view?usp=sharing">https://drive.google.com/file/d/1nwET8LL29_wLYeV9mYJp5lciS_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_4n5aDsGTQiab1h4WDN8rGGHyTJZm9F/view?usp=sharing">https://drive.google.com/file/d/1Q_4n5aDsGTQiab1h4WDN8rGGHyTJZm9F/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-OKeHQfG5lftHxoxWVzuCcL3rvpssfd/view?usp=sharing">https://drive.google.com/file/d/12-OKeHQfG5lftHxoxWVzuCcL3rvpssfd/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/1tuPqXHXWxOfDkeSBxOqHyxftcHMU5YZ/view?usp=sharing">https://drive.google.com/file/d/1tuPqXHXWxOfDkeSBxOqHyxftcHMU5YZ/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*




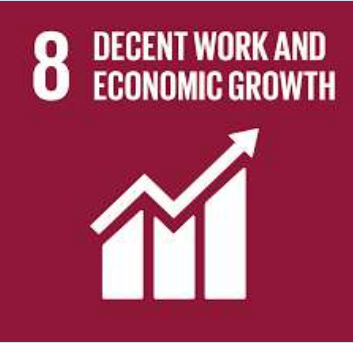

The United Nations' Sustainable Development Goals (SDGs for 2030) includes global blueprints designed to deliver progress, peace and prosperity for people and the planet. The higher education institutes form an important stakeholder in contributing towards these goals. At PSU, we have a strong commitment 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.</p> <p>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.</p> <p>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.</p> <p>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
  	BUS 580 Legal and Ethical Environment of business	<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>	Course Syllabus

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
<div> <div> <b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE  </div> <div> <b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION  </div> <div> <b>13</b> CLIMATE ACTION  </div> </div>	BUS 582 Production and Operation Management	<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>	Course Syllabus

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>	Course Syllabus



DEPARTMENT OF ACCOUNTING

COURSE #	TITLE	RELEVANT SDG
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)

**Aligning CCIS Programs with United Nations Sustainable Development Goals (UN-SDGs)**  
**SDG17: Strengthen the means of implementation and revitalize the Global Partnership for**  
**Sustainable Development (Partnerships for the Goals)**

Ad-hoc Committee for Programs and Courses with SDG Elements

Committee Chairman:

Dr. Lahouari Ghouti (CS)

Committee Members:

Dr. Sara Shaheen (CS)

Dr. Inayatullah Shah (CS)

Dr. Sawsan Alhalawani (SE)

Dr. Maryam Alruwaythi (SE)

22 August 2020



## Contents

1. Introduction.....	4
1.1 UN-SDGs and HE Connections.....	4
1.1.1 Connections between UN-SDGs and Teaching&Learning.....	4
1.1.2 Connections between UN-SDGs and Academic Research .....	5
1.1.3 Connections between UN-SDGs and Academic Management.....	6
2. Current State of Affairs.....	7
2.1.1 THE Global Impact Rankings.....	8
2.1.2 Saudi Universities in THE Global Impact Rankings .....	10
3. Linkage of UN-SDGs in PSU initiatives .....	13
3.1 Embedding Sustainable Development Concepts in CCIS courses .....	13
3.2 Future Plans .....	14
3.2.1 Establishment of Sustainable Development Center: .....	14
3.2.2 Infusion of Sustainability Concepts in CS/SE/IS Courses:.....	14
3.2.3 Offering New Courses: .....	14
3.2.4 Free Elective Courses: .....	15
3.2.5 Self-learning and development in sustainability:.....	15
3.2.6 Collaboration with PSU RIC for Data and Evidence Collection: .....	15
References.....	15
Appendix.....	16

## Summary

In 2015, several agreements were concluded regarding the establishment of numerous important global development agendas. Among these agreements, the following ones are of paramount importance: 1) Addis Ababa Action Agenda on development finance and means of implementation (United Nations 2015a); 2) the 2030 Agenda for Sustainable Development (AfSD) which defines 17 distinctive Sustainable Development Goals (SDGs) (United Nations 2015b) and the Paris Agreement (United Nations Framework Convention on Climate Change—UNFCCC 2015). Among these main development agendas, the SDGs provide a practical vehicle for higher education (HE) institutions to connect to their national SDG ambitions using the associated 169 targets and 232 indicators. Some of these targets and indicators provide a set of clear measurable objectives that will let HE institutions positively contribute to the improvement of the overall national sustainability performance. National sustainability encompasses preserving the climate and natural resources for future generations; ensuring prosperity; and prioritizing partnerships. Prince Sultan University (PSU) ambitiously aims at contributing to the achievement of the UN-SDGs at the Saudi National level. Given the diversity of the 17 UN-SDGs goals, this report is restricted to the PSU contribution towards the 17<sup>th</sup> goal: **Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.**

## 1. Introduction

HE institutions, including PSU, lead the national efforts of knowledge creation and dissemination. However, many outcomes of these efforts do not have a direct impact within the premises of these institutions. Thanks to the UN-SDGs, HE institutions can effectively achieve their social responsibility [1]. Socially-responsible universities can easily cope with the challenges associated with UN-SDGs achievements including knowledge deficit, insufficient support and limited human and corporate capacity. Like others, PSU focuses on a triangular achievement map including basic&applied research; teaching&learning; and community service as a socially-responsible HE

### 1.1 UN-SDGs and HE Connections

In order to properly localize the UN-SDGs in the HE settings, HE organizations must understand the relational intricacies between their educative mission and sustainable human development. The latter forms the core of the new trends in *education for sustainable development* [2]. However, in some instances, mapping current HE main activities to UN-SDGs can be done effortlessly. For instance, the 4<sup>th</sup> UN-SDG can be easily given a lifelong learning dimension. Such perspective is crucial in attaining many of the established goals.

#### 1.1.1 Connections between UN-SDGs and Teaching&Learning

In [1], Tandon (2017) proposes many recommendations to inject the UN-SDGs into the teaching&learning activity. These recommendations include:

- Curriculum revisions: In some instances, it is very hard to add new courses given many other academic constraints including a capping on number of credit hours. In this case, existing courses can be revised to target specific UN-SDGs. For instance, agriculture-related academic departments may consider covering organic and traditional farming in their existing curricula to attain the 2<sup>nd</sup> goal (***UN-SDG2: End hunger, achieve food security and improve nutrition and promote sustainable agriculture***). Medical schools may act similarly to attain the 3<sup>rd</sup> goal (***UN-SDG3: Goal 3: Ensure healthy lives and promote well-being for all at all ages***).
- introduction of new courses: Develop new service learning courses to embed some UN-SDGs goals. For example, a multi-disciplinary course on Global Engineering can be the vehicle to attain the 6<sup>th</sup> and 7<sup>th</sup> goals (***UN-SDG6: Ensure availability and sustainable management of water and sanitation for all. UN-SDG7: Ensure access to affordable, reliable, sustainable and modern energy for all***).
- Engaged pedagogy: In many situations, attaining a particular UN-SDG goal can be achieved through public lectures and awareness campaigns including visits to targeted society entities including farming communities (UN-SDG 2), remote areas (UN-SDG-3), public and private high schools to lecture about the benefits on democratized education through free massive open online courses (MOOCs) to attain the 4<sup>th</sup> goal (***UN-SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***).

### 1.1.2 Connections between UN-SDGs and Academic Research

Leading HE institutions are setting the example of collaborative research where knowledge and talent exchange/transfer is commonly practiced. Such practices are in favor of effective attainment of the 17<sup>th</sup> goal (**UN-SDG17: Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development**). On the other hand, many HE organizations are struggling to embed these goals into their research activities and duties. In [1], Tandon suggests three distinct approaches to reduce this gap:

- Highlighting locally-usable research.
- National and international partnership to co-produce knowledge
- Learning new competencies.

By adopting these approaches, HE organizations can address local, national and global issues including extreme weather conditions that are usually associated with climate changes. In this way, basic&applied research can be geared towards the design and planning of climate-resilient cities and environments. By doing so, HE organizations have not only framed their research efforts to address urging issues but they have also attained some of the UN-SDGs including the 11<sup>th</sup> and 13 goals (***UN-DSG11: Make cities and human settlements inclusive, safe, resilient and sustainable. UN-SDG13: Take urgent action to combat climate change and its impacts.***). Nhamo and Mjimba identified several ways HE organizations are adopting to engage UN-SDGs into their research endeavors [3]:

Organization	UN-SDGs initiative
Academy of Science, South Africa (ASSAf)	including SDGs in academy's Annual Performance Plan, Annual Report and Strategic Plan
Science Council of Japan (SCJ)	Setting up expert committee on SDGs
Swiss Academy of Sciences (SCNAT)	incentivizing universities through SDG focused programs
The World Academy of Sciences (TWAS)	Aligning prizes and/or awards to SDGs
Global Young Academy (GYA)	Using SDG-referenced Working Groups
Academy of Sciences, Malaysia (ASM)	Running flagship studies in sustainable development research and developing a national Science, Technology and innovation plan for the SDGs
Thai Academy of Science and Technology (TAST)	Holding (bi) annual members' meetings on SDG-relevant themes
Chinese Academy of Sciences (CAS)	Commissioning national sustainability reports
Zambian Academy of Sciences (ZaAS)	Organizing live television phone-ins on SDG-relevant issues
The University of Queensland, Australia	Achieving SDG 6 discussion paper series
The University of Technology, Sydney, Australia	The UTS Development Network

Victoria University of Wellington, Australia	SDG Ideation Forum
The University of Western Australia	SDG research website
Monash University, Australia	Safe Families Research Study
institute for Sustainable Futures, University of Technology, Sydney, Australia	Mapping research to the SDGs
Curtin University Sustainability Policy institute, Australia	Western Australia's SDG Network
Sustainable Development Solutions Network Australia/Pacific, Australia	Leading SDG localization in Australia
University of South Africa	<p>inauguration of the Cyclones, Floods and SDGs Research Group in southern Africa</p> <p>Proposal development, coordination and ultimate publication of books on SDGs and institutions of Higher Education in partnership with Springer</p>

### 1.1.3 Connections between UN-SDGs and Academic Management

In [4], De Vall and Pubill identified practical connections between the HE management bodies and the implementation of the UN-SDGs. HE management can setup recommendations and guidelines to regulate the embedding of the UN-SDGs into the academic arena. In addition, challenges associated with HE sustainability are often ignored. According to [4], HE management can be directly involved in enforcing regulations and policies regarding the rational usage of water and energy within the campuses. In addition, waste management can be enforced and monitored.

## 2. Current State of Affairs

In 2019, the Times Higher Education (THE) started ranking universities according to their impact. In this ranking, THE provides global performance tables that rank HE organizations according to the attainment of the UN-SDGs. These performance tables consider the **research**, **outreach**, and **stewardship** [5]. According to [5], only **11 UN-SDGs** are considered. These include:

- UN-SDG3: Good health and well-being
- UN-SDG4: Quality education
- UN-SDG5: Gender equality
- UN-SDG8: Decent work and economic growth
- UN-SDG9: Industry, innovation, and infrastructure
- UN-SDG10: Reduced inequalities
- UN-SDG11: Sustainable cities and communities
- UN-SDG12: Responsible consumption and production
- UN-SDG13: Climate action
- UN-SDG16: Peace, justice and strong institutions
- **UN-SDG17: Partnerships for the goals**

As mentioned earlier, we restrict our study to the 17<sup>th</sup> goal in this report. THE Impact Rankings use the following criteria to assess the attainment of UN-SDG17:

a. **UN-SDG17 – Criteria 1 [Research]**<sup>1</sup>: This criteria accounts for **27%** of the total score. It considers the following contributions:

a.1) Proportion of academic publications with co-author from other country (**14%**).

a.2) Number of publications that relate to the **11 SDGs** (**13%**).

---

<sup>1</sup> The data are provided by Elsevier's Scopus dataset and normalized across its range using z-scoring. It includes all indexed publications between 2013 and 2017.

**b. UN-SDG17 – Criteria 2 [Relationships to support the goals]:** This criteria accounts for **23%** of the total score. It considers the following contributions:

- b.1) Policy development with government or NGOs (**4.6%**).
- b.2) Promoting cross-sectoral dialogue with government or NGOs (**4.6%**).
- b.3) Collaborating internationally to capture data relating to SDGs (**4.6%**).
- b.4) Working internationally to promote best practice around SDGs (**4.6%**).
- b.5) Supporting the education of NGOs with respect to the SDGs (**4.6%**).

Each HE institution provides evidence based on its collected data on the progress of the UN-SDGs attainment. Then, the THE Committee evaluates and scores the collected evidence and data.

**c. UN-SDG17 – Criteria 3 [Publication of UN-SDGs reports]:** This criteria accounts for **50%** of the total score. HE organizations are requested to provide published data on their performance against each of the 10 UN-SDGs included in the first Times Higher Education University Impact Rankings (excluding UNSDG17). Additional scores can be obtained provided that the published documents are posted in an open format at public domain repositories.

#### 2.1.1 THE Global Impact Rankings

The top-ranked HE institutions for 2019 and 2020 are shown in Figures 1-2.

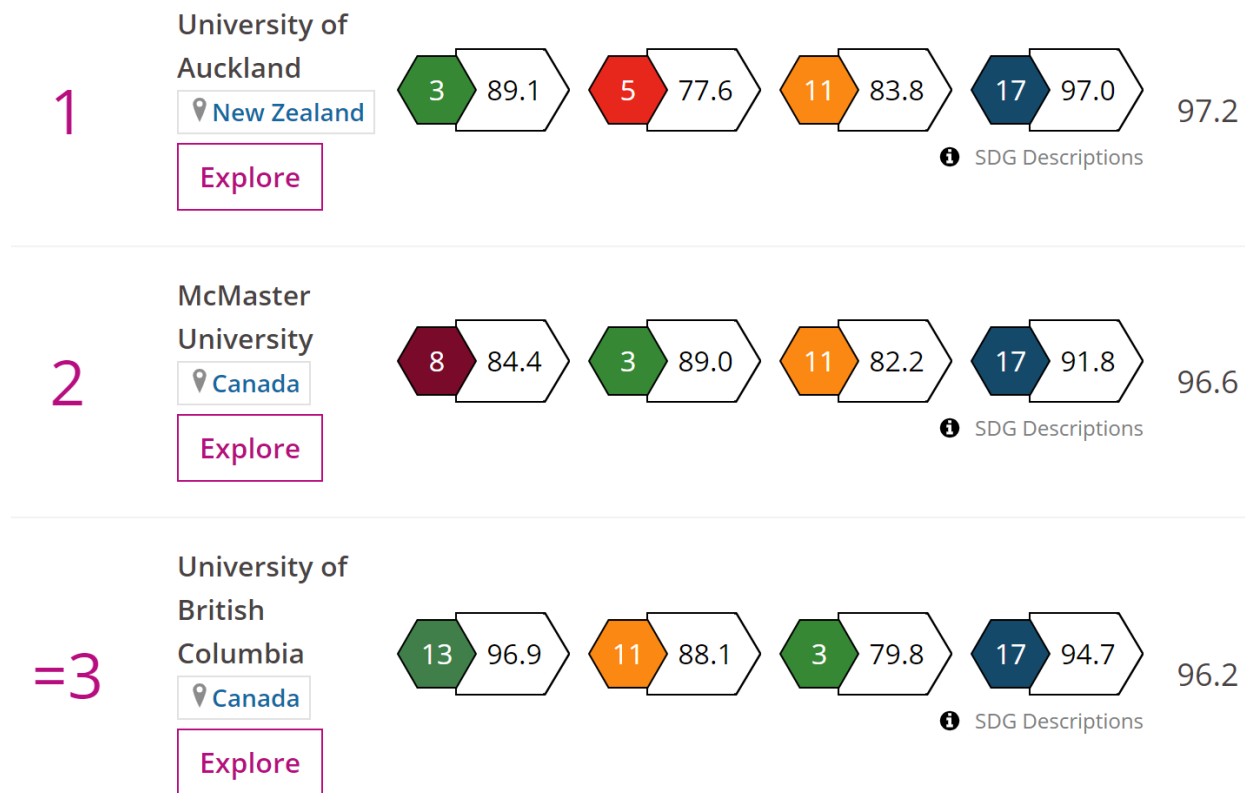


Figure 1: THE University Impact Rankings (2019) [UN-SDG17].



1	James Cook University 📍 Australia <a href="#">Explore</a>	99.2	-
2	University of Leeds 📍 United Kingdom <a href="#">Explore</a>	98.7	94.1
3	University of Auckland 📍 New Zealand <a href="#">Explore</a>	97.8	98.5

Figure 2: THE University Impact Rankings (2020) [UN-SDG17].

### 2.1.2 Saudi Universities in THE Global Impact Rankings

The top Saudi HE institutions attaining the UN-SDGs goals are listed in Figures 3-4.

=45	King Abdulaziz University Saudi Arabia <a href="#">Explore</a>	77.9	82.6
101–200	King Saud University Saudi Arabia <a href="#">Explore</a>	50.2–68.5	64.6–75.6
201–300	Alfaisal University Saudi Arabia <a href="#">Explore</a>	35.9–50.1	64.6–75.6

Figure 3: Top Saudi HE Universities according to THE University Impact Rankings (2019) [UN-SDG17].

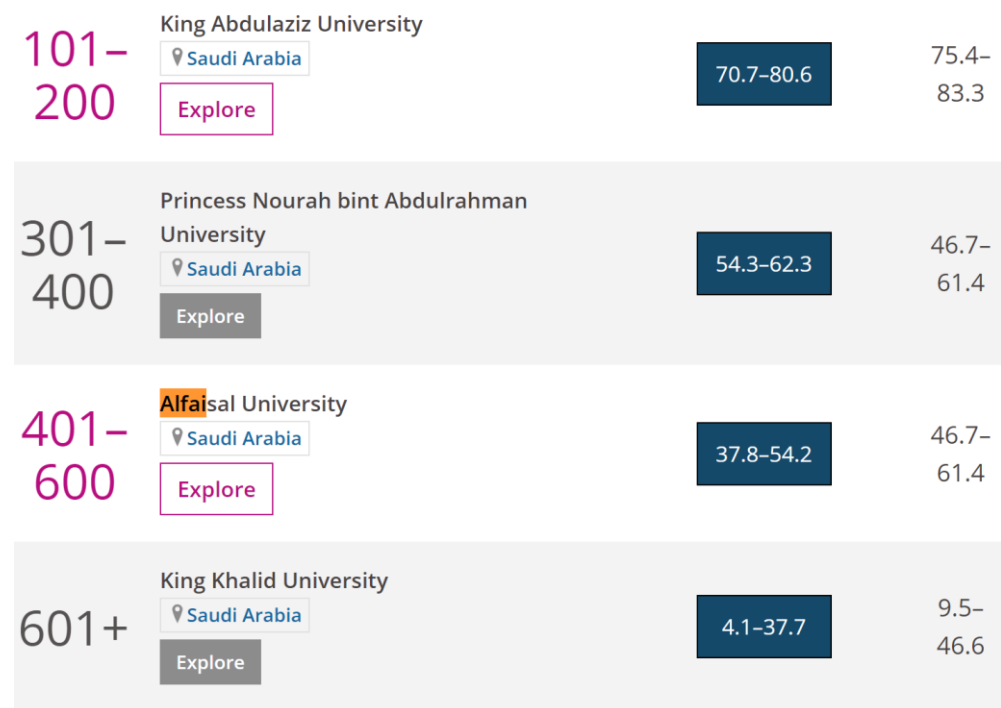


Figure 4: Top Saudi HE Universities according to THE University Impact Rankings (2020) [UN-SDG17].

### 3. Linkage of UN-SDGs in PSU initiatives

#### 3.1 Embedding Sustainable Development Concepts in CCIS courses

The CCIC offers 3 different bachelor of science degrees with two distinct concentrations:

- Computer Science
- Software Engineering
- Information Sciences

The list of the courses is given below:

<b>BSc Program</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Targeted UN-SDG</b>
CS	CS225	Software Engineering: Design and Development	UN-SDG8 and UN-SDG9
CS	CS489	Selected Topics in Computer Science	Sustainability in Computing Systems
CS	CS492	Co-op [Cooperative Education]	UN-SDG4, UN-SDG5, UN-SDG8 and UN-SDG9, UN-SDG12
CS	CS495	Emerging Topics in Computer Science	UN-SDG8 and UN-SDG9
CS	ETHC303	Ethical and Social Aspects of Computing	UN-SDG5 and UN-SDG8
CS	CS499	Capstone Project in Computer Science	Sustainability in Computing Systems
CS	DMS495	Emerging Topics in Digital Media	Sustainability in Computing Systems
SE	SE201	Introduction to Software Engineering	UN-SDG8 and UN-SDG9
SE	SE311	Software Requirements Engineering	UN-SDG8 and UN-SDG9
SE	SE322	Software Design and Architecture	UN-SDG8 and UN-SDG9

SE	SE401	Software Quality Assurance and Testing	Sustainability in Software Systems
SE	SE422	Software Maintenance and Evolution	Sustainability in Software Systems
SE	SE423	Software Engineering Project Management	UN-SDG8 and UN-SDG9
SE	SE489	Selected topics in Software Engineering	UN-SDG4, UN-SDG5, UN-SDG8 and UN-SDG9, UN-SDG12
SE	SE492	Co-op [Cooperative Education]	UN-SDG4, UN-SDG5, UN-SDG8 and UN-SDG9, UN-SDG12
SE	SE495	Emerging topics in Software Engineering	UN-SDG4, UN-SDG5, UN-SDG8 and UN-SDG9, UN-SDG12
SE	SE499	Software Design & Development Project	UN-SDG4, UN-SDG5, UN-SDG8 and UN-SDG9, UN-SDG12

### 3.2 Future Plans

There are several recommendations that the CCIS can adopt to attain the 17<sup>th</sup> goal of the UN-SDGs:

#### 3.2.1 Establishment of Sustainable Development Center:

At the university level, PSU management can lead the way in harnessing the sustainability culture by establishing a central sustainability center. The CCIS College can actively contribute to this center by focusing on the courses where sustainability concepts can be easily embedded.

#### 3.2.2 Infusion of Sustainability Concepts in CS/SE/IS Courses:

Palacin-Silva et al. [6] proposed several approaches that can lead to the infusion of sustainability concepts in software design and senior project courses. Other courses are good candidates including SE201, SE423, SE492 and SE499.

#### 3.2.3 Offering New Courses:

Several courses can be proposed at the CCIS targeting all majors:

- a. SE for Sustainability: A sample course can be found at: <https://www.ics.uci.edu/~djr/DebraJRichardson/SE4S.html>

### 3.2.4 Free Elective Courses:

The Engineering College can offer very interesting courses related to sustainability in engineering. A sample course can be found at: [https://courses.kaust.edu.sa/StudentCourses/GetPdf?fileName=2019-Fall-CBE\\_305-00032993.pdf&isExternal=False](https://courses.kaust.edu.sa/StudentCourses/GetPdf?fileName=2019-Fall-CBE_305-00032993.pdf&isExternal=False)

### 3.2.5 Self-learning and development in sustainability:

Provide support to PSU faculty, staff and students to enroll in MOOC courses related to sustainability. A sample course can be found at: <https://www.coursera.org/learn/sustainability>. In addition, a set of freely available courses that target all the 17 UN=SDGs is available at: <https://www.humanrightscareers.com/un-sustainable-development-goals-courses/>

These courses are offered by an international coalition of 17 universities. Such initiatives will not only align PSU community to the sustainability concepts but will allow to attain several UN-SDGs goals including UN-SDG4 and UN-SDG17.

### 3.2.6 Collaboration with PSU RIC for Data and Evidence Collection:


The PSU RIC can significantly contribute to the collection of data and evidence related to research output targeting the 17 UN-SDGs and the THE Global Impact Rankings.

## References

- [1] R. Tandon, Making the commitment: The contributions of higher education to SDGs. UNESCO organization, UNESCO Organization, Paris 2017.
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## Appendix

The proposed survey to collect data and evidence related to research output targeting the 17 UN-SDGs and the THE Global Impact Rankings.

	Sustainable Development Goal (SDG)	PSU UN-SDGs Publications 2016-2020	Saudi Arabia UN-SDGs Publications 2016-2020	PSU National Share of UN- SDGs Publications 2016-2020	PSU Internationally Co-Authored UN-SDGs Publications 2016-2020	PSU Internationally Co-Authored SDG Publication % 2016-2020
UN-SDG1	No Poverty					
UN-SDG2	Zero Hunger					
UN-SDG3	Good Health and Wellbeing					
UN-SDG4	Quality Education					
UN-SDG5	Gender Equality					
UN-SDG6	Clean Water and Sanitation					
UN-SDG7	Affordable and Clean Energy					
UN-SDG8	Decent Work and Economic Growth					
UN-SDG9	Industry, Innovation and Infrastructure					
UN-SDG10	Reduced Inequalities					
UN-SDG11	Sustainable Cities and Communities					
UN-SDG12	Responsible Consumption and Production					
UN-SDG13	Climate Action					
UN-SDG14	Life Below Water					
UN-SDG15	Life on Land					
UN-SDG16	Peace, Justice and Strong Institutions					
UN-SDG17	Partnership for the Goals					

# The mapping of IS courses to UN Sustainable Development Goals

## Introduction

Within the efforts to establish a solid framework to ensure the sustainable development for all its member nations, United Nations (UN) adopted the 2030 UN agenda for sustainable development, which relies on 17 core Sustainable Development Goals (SDGs). UN aims through these 17 SDGs to ensure equitable life for everyone in this planet by addressing all the major challenges facing the humanity and crucially effect their life .Table.1 lists the 17 SDG with short descriptions.

**Table 1: UN SDGs with short Description**

No.	SDG name	SDG content
<b>SDG.1</b>	No Poverty	End poverty in all its forms everywhere
<b>SDG.2</b>	Zero Hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
<b>SDG.3</b>	Good Health and Well-Being	Ensure healthy lives and promote well-being for all at all ages
<b>SDG.4</b>	Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
<b>SDG.5</b>	Gender Equality	Achieve gender equality and empower all women and girls
<b>SDG.6</b>	Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all
<b>SDG.7</b>	Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and clean energy for all
<b>SDG.8</b>	Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
<b>SDG.9</b>	Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
<b>SDG.10</b>	Reduced Inequalities	Reduce inequality within and among countries
<b>SDG.11</b>	Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable
<b>SDG.12</b>	Responsible Consumption and Production	Ensure sustainable consumption and production patterns
<b>SDG.13</b>	Climate Action	Take urgent action to combat climate change and its impacts
<b>SDG.14</b>	Life below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
<b>SDG.15</b>	Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



<b>SDG.16</b>	Peace, Justice and Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
<b>SDG.17</b>	Partnerships for the Goals	Strengthen the means of implementation and revitalize the global partnership for sustainable development

In order to achieve these goals, every member country in UN should contribute in different levels: governmental level, institutional level, and societal level. All these efforts need to be harmonized to ensure the optimal achievement of the goals and enhance the life quality in the earth. As a part of these efforts UNESCO implemented a detailed guidelines for higher educational institutions to guide the educational practitioners on embedding the sustainable development in their curriculum. This guide entitled “Education for Sustainable development goals: Learning Objectives”. In this guide, UNESCO suggested learning objectives that might be used in university curricula to ease the mapping process of SDGs.

## IS Curriculum Review Process

In this report, we reviewed UNESCO guidelines in order to come out with a clear understanding of how to do the mapping of our courses in IS department with SDGs. As per UNESCO Learning Objectives, the SDGs 4, 9, and 17 are most related to Information Systems courses. Table.2 shows the relevant SDGs and corresponding UNESCO learning objectives.

**Table 2: Relevant SDGs to IS courses with corresponding UNESCO learning objectives.**

<b>SDG name</b>	<b>Learning objectives</b>
<b>SDG4</b> Quality Education	<ul style="list-style-type: none"> <li>The learner understands the important role of education and <b>lifelong learning opportunities</b> for all (formal, non-formal and informal learning) <b>as main drivers of sustainable development</b>, for improving people’s lives and in achieving the SDGs.</li> </ul>
<b>SDG 9</b> Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> <li>The learner understands the <b>local, national and global challenges and conflicts in achieving sustainability</b> in infrastructure and industrialization.</li> <li>The learner is aware of <b>new opportunities and markets for sustainability innovation</b>, resilient infrastructure and industrial development</li> </ul>
<b>SDG16</b> Peace, Justice and Strong Institutions	The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and <b>supporting strong institutions</b> in their country and globally.
<b>SDG 17</b> Partnerships for the Goals	<ul style="list-style-type: none"> <li>The learner recognizes <b>the importance of cooperation</b> on and access to science, technology and innovation, and knowledge sharing.</li> </ul>

The UNESCO learning objectives have been analyzed based on the highlighted keywords. Then, the extracted keywords have been compared with all the CLOs and course descriptions of IS courses to find the similarities between UNESCO learning objectives and CLOs for each IS course.

Table.3 shows the mapping of IS courses to the selected SDGs according to UNESCO learning Objectives.

**Table 3: mapping of IS courses to the selected SDGs according to UNESCO learning Objectives**

Course	SDG	Relevant CLOs	Course description
<b>IS201 Introducti on to Informati on Systems</b>	<b>SDG 4: Quality Education</b>	CLO5: Accept responsibility for own learning and development within given time (lifelong learning).	This course presents an overview of information systems including the introduction to systems, development concepts, information technology, and application software. The major role of information systems (IS) is <b>to support organizational personnel, regardless of their functional area or level in the organization.</b> The main focus of this course is not merely learning the concepts of IS but the learning of the competitive advantage, timelines, and improvement in quality which information technology provides to equip students with <b>skills of lifelong learning.</b> The theory is complemented by practical work aimed at gaining basic proficiency with different types of widely used application software.
	<b>SDG16: Peace, Justice and Strong Institutions</b>	CLO2: Design the process of developing and implementing information systems in organizations.	
<b>IS205 Business Process Managem ent</b>	<b>SDG16: Peace, Justice and Strong Institutions</b>	CLO 1: Describe the concept of BPM through its lifecycle, maturity, and issues in its implementation, and its effective implementation in organizations  CLO 3: Identify workflow and the role of business processes within numerous applications in an organization	Business process management is a course which is based on both theories and practices in understanding and analyzing business processes, as well as suggest ways <b>for development and improvement and automation solution in the organizations.</b> Students <b>work individually and in team project that requires analyzing business processes through modelling and field work.</b> The project gives them good experience with basic modelling using BPMN 2.0. <b>Active lifelong learning is introduced by case analysis and presentation, class exercises, hands on workshop through tutorials and discussions into the course.</b>
	<b>SDG 4: Quality Education</b>	CLO 5: Examine best practices for modelling the business	

		processes through case studies	
	SDG17:Partnerships for the Goals	CLO 6: Design and analyze business process through team work and field research in real organization and suggest ways for improvement	
<b>IS231 System Analysis &amp; Design</b>	SDG 9: Industry, Innovation and Infrastructure	CLO 3: Analyze various systems using object oriented diagrams and techniques. CLO 4: Design a system using appropriate software tools with limited supervision and defense in depth approach adapted to solve a particular problem.	This course provides an overview of requirements and system analysis using the object-oriented paradigm with emphasis on the models provided by the unified Modelling Language (UML) aiming at enhancing the IS infrastructure in the organizations. Topics include: the structured approach to system analysis and design; foundations and elements of the object-oriented approach; approached to identifying classes and objects, requirements and system modeling using UML diagrams relevant for the analysis phase; system design concepts, introducing various architectural design approaches and object-oriented design methodology. Students work on team project that requires designing a system and making use of the available CASE tools such as Rational Software.
	SDG17:Partnerships for the Goals	CLO 6: Create and present professional level developed project report.	
<b>IS241 Database Management &amp; Applications</b>	SDG 9: Industry, Innovation and Infrastructure	CLO3: Design a relational database system conceptually, logically and physically	This course introduces database fundamentals and covers SQL using Oracle system. It teaches the process for designing and developing relational database infrastructure in the organizational level. Students will gain the required skills to use Entity Relationship Diagrams to conceptual design of databases, Relational model for the logical design and Oracle for the physical layer of DBMS. Database creation and manipulation is assured by an exhaustive coverage of SQL statements. Moreover, It helps to prepare for the Oracle certification
	SDG17:Partnerships for the Goals	CLO6: Implement a full real size database system in a group	
<b>IS321 Enterprise Architecture</b>	SDG 9: Industry, Innovation and Infrastructure	<b>CLO4</b> Design EA solutions with business continuity taken into consideration <b>CLO5</b> Apply EA to integrate strategy, business and technology	This course explores the design, selection, implementation and management of enterprise architecture solutions. The focus is on the utilization of enterprise architectures to meet business requirements. Students learn what is an enterprise architecture, its components, how to implement it and how to create an enterprise architecture solution for an organization. These

	SDG16: Peace, Justice and Strong Institutions	CLO2: Analyze organizational structural and security issues	topics are addressed both within and beyond the local situation, with attention paid to managing skills, standards and security within an organization.
IS361 IS Project Management	SDG 4: Quality Education	CLO 2: Create a project plan, including scope definition, task breakdown (WBS), team selection, quality, communication mechanisms and progress evaluation and reporting using an appropriate project lifecycle.	This course provides students with the knowledge and required skills they need in their carrier in the long term for planning, scheduling, monitoring, and controlling the process of developing information systems. Topics covered include project management concepts, project planning, risk analysis, WBS and task analysis, time scheduling, PERT and GANTT charts, project effort and cost estimation techniques, resources allocation, project tracking and monitoring, and process management methodologies.
	SDG17: Partnerships for the Goals	CLO 5: Apply a team-based collaborative approach to software project management and enhance the probability of project success using appropriate software "Microsoft Project TM".  CLO 6: Employ teamwork and leadership qualities to accept responsibility for own learning and developing an application with limited supervision.	
IS371 Quantitative Analysis	SDG 9: Industry, Innovation and Infrastructure	CLO3: Use linear programming to model complex optimization problems.	This course introduces fundamental quantitative methods used to analyse and solve various models of business problems. The course presents a set of fundamental theories and concepts including probability theory, time series, mathematical programming, and Markov processes. Such tools are then used model and solve a variety of business problems in finance, transportation, inventory management, etc. The course aims to equip the student with the necessary knowledge and skills allowing them to perform quantitative analysis to
	SDG 4: Quality Education	CLO5: Select appropriate quantitative methods and tools (matlab, Excel solver, Excel QM, etc.) to analyze	

		business problems and related datasets.	<p>solve some business models including forecasting, distribution, transportation, and inventory models.</p> <p>After completing this course, students are expected to use software tools to solve these common management problems as well as constrained optimization problems. Students will gain some experience in applying these quantitative tools to real-world problems.</p>
	SDG17:Partnerships for the Goals	CLO6:Work effectively with a team to analyze data and solve variety of business problems.	
<b>IS461 INNOVATION &amp; TECHNOLOGIES IN BUSINESS</b>	SDG 9: Industry, Innovation and Infrastructure	<p>CLO2 Apply techniques and methodologies used to create useful technologies.</p> <p>CLO3 Identify challenges associated with the new innovations and rapid growth of the industry.</p> <p>CLO4 Recognize how businesses can use technologies to innovate and redesign its conduct</p>	<p>This course provides an opportunity to prepare the students to acquire knowledge, develop understanding and gain skills to efficiently manage new technology and innovation in both public and private sectors. The aim of the course is twofold, the students learn how to incorporate and promote the management of new technology in industry with the purpose to improve industrial productivity and global competitiveness, and how to develop skills and knowledge to integrate the power of research, innovation, technology, and service development/new product and commercialization in business.</p>
<b>IS478 Information Systems Security</b>	SDG 4: Quality Education	<b>CLO6:</b> Apply information security standards and tools to real-world applications in both the private and public sector in different case scenarios.	<p>The course aims to provide the knowledge of the basic principles of computer security, focusing on system elements. This course provides students with the necessary level of skills and knowledge in the areas of information security that they will need to function within an organization. The focus is to review concepts, theory, methodologies and techniques incorporating industry standards and practices with a focus on confidentiality, availability, and integrity aspects of information systems discussed in the IS security literature and current practice. Students will undertake case studies exercises using the University's computing facilities and laboratories to provide them with a better understanding of computerized security techniques used in practice. The course covers fundamentals of authentication, and encryption technologies in a networked environment, in particular in the wide-area internet environment. The main emphasis of the course is the management of information systems security efforts. At the completion of the course students should be able to complete the activities listed in the learning objectives at the specified level of proficiency.</p>
	SDG 9: Industry, Innovation and Infrastructure	<b>CLO4:</b> Apply how businesses/organizations apply cryptography in maintaining information security.	

## Recommendations and Future Enhancements

Embedding Sustainable Development Goals into university curriculum is a new for many university and according to (Chang & Lien, 2020), the universities need a substantial work to integrate the SDGs into the curricula. In PSU, we need further investigation to ensure the integration of SDGs with considering all the learning objectives proposed by UNESCO. Particularly, IS courses content should be revised to let the lecturers and students be aware of SDGs and feel these SDGs in the syllabi and other learning activities.

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Date: 1 Sep. 20

To: Dr. Ahmed Yamani  
Rector


Subject: Programs and Courses with SDG's Elements for College of  
Engineering and Architecture and Design

Dear Dr. Ahmed Yamani,

With regards to courses that supported SDG's goals, the college of engineering have already started long time ago to incorporate elements of sustainability in its courses. In addition to having sustainability as one research theme across all research team in the college. The College developed two courses dedicated to SDG's. One course titled, "Sustainable Development: Principles, Methodologies, and Practices" and the second course id "Leed Lab". Attached list of courses hat incorporate sustainability and research publications that focuses on sustainable elements

This is for your kind information

Sincerely,



Dr. Abdulhakim Almajid  
Dean, College of Engineering  
Acting dean, College of Architecture and Design

## 1. The courses that focuses on Sustainability are:

No.	Course	Instructor	Information	Evidence	SDG/s
1	EM 206	Dr. Muneer	Materials Science: Significant developments are being currently made to improve the sustainability of existing engineering materials and developing new materials with improved performance ability be it automobile or aerospace industries.	Course Specification, Ch. 7	17
2	EM 408	Dr. Hassan Dr. Tamer	General Engineering Design: Design for Production, Use and Sustainability  Design for Environment	Chapter 14  Course Specification, Lecture	8
3	EM 428	Dr. Ihab	Sustainable Development Principles, Methodologies, and Practices	Course Folder	1-17
4	EM 458	Dr. Tamer	Life Cycle Assessment	Lecture	7
5	EM 473	Dr. Ali	Energy Management	Course Syllabus	7
6	EM 457	Dr. Abdelhadi	Lean Manufacturing: several topics covered are SDG related, such as JIT were students are taught to make whatever we need at the time we need it in the amount needed. This will keep the inventory at the minimum and meets then goals.	Course Syllabus	4, 12
7	EM 477	Dr. Ezzat	Transportation Systems Management	Course Specification	9, 11


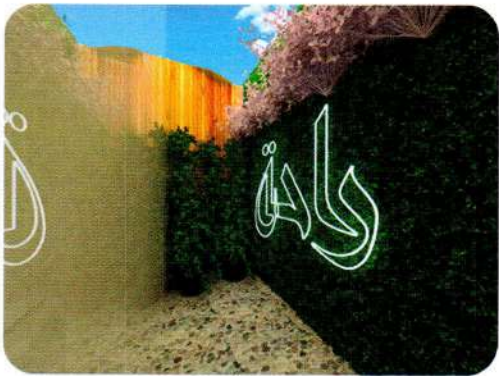
No.	Course	Instructor	Information	Evidence	SDG/s
1					
1	<u>CME 341</u>	Dr. Walid	This course covers the study of electric, magnetic and electromagnetic static and time-varying fields. The bridge between electric circuits and electromagnetics is done through the study of transmission lines and their lumped-element model, transmission line input impedance, and power flow on lossless transmission line.	Course syllabus	17
2	<u>CME433</u>	Dr. Maged	This course serves SDG#17 in two aspects: 1. <b>Power consumption:</b> As power consumption is a main reason for global climate change, ICT should work towards reducing its emission for global sustainability. In this course, we teach the students how to design protocols for ICT that are power-aware and saving the lifetime of power sources. 2. <b>Building reliable networks without infrastructure for data transmission:</b> The course helps in teaching designing efficient protocols for data transmission in ad-hoc wireless networks. Data transmission in telecommunication is costly which requires large infrastructure. Ad-hoc networks helps in reducing	Course syllabus	17



			the cost for the future generations where small network can be built without infrastructure.		
3	CME442	Dr. Marey	This course addresses the problem of designing efficient and reliable communication systems through introducing the field of information theory. Those techniques help the student recognize the critical challenge of achieving reliable communication with high quality of service while maintaining the optimal level of resource management in terms of cost, bandwidth usage and energy consumption.	Course Syllabus,	17
4	CME431	Dr. Moustafa	The concept of adopting sustainability is already implemented in this course. Part of this course teaches the students first the definition of different key performance indicators such as delay, throughput, energy consumption, then how to design network systems by considering energy consumption reduction and efficiently utilize the network throughput, and lastly understand how to make a sustainable design of the network datacenter rooms.	Course Syllabus,	17

### Courses focus on sustainability, environmental strategies, and rating systems such as LEED.

No	Course	Information	Evidence	SDG/s
1	<b>ID 499</b>	<b>INTERIOR DESIGN STUDIO VIII - SENIOR PROJECT II</b> This is the final studio course. It focuses on the multidimensional aspects of analyzing complex problems. Attention is placed on creativity and integration with previous experiences utilizing systematic design methodologies, research, programming, estimation, and detailing all phases of the design process.	Projects, Design for Environment (Implementing different sustainable solutions)	3-7
2	<b>ID 250</b>	<b>INTERIOR MATERIALS AND SUSTAINABLE ELEMENTS</b> This course canvasses the technical and aesthetic aspects of textiles. Emphasis is placed on product knowledge, specifications, technology, and terminology. The course also examines non- textile based materials. Students learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance. In addition, the course presents the LEED rating system within the context of professional interior design practice.	Course content, projects and assignments.	3-7
3	<b>ID 458</b>	<b>BUILDING SERVICES INTEGRATION</b> This course surveys the integration of the following systems found in buildings: structural systems (skeleton, pre-cast, load bearing), mechanical systems (elevators, HVAC, plumbing), electrical systems (lighting, acoustics, and power)	Course content, projects and assignments.	3-7

		and safety fire protection systems. Students assess the best approaches to systems and services integration that correspond to user need and economic feasibility.		
4	<b>ARCH 364</b>	<b>ENVIRONMENTAL CONTROL I</b> The course covers a vast array of energy-related issues as they apply to site planning and architectural design. Topics include: thermal design comfort, site climate analysis, building thermal response, and solar system design; air treatment, distribution systems, and related energy systems; water resources supplies and treatment, distribution and disposal systems; together with electrical, vertical transportation, Communications, security, and fire protections systems.		
5	<b>ARCH 365</b>	<b>ENVIRONMENTAL CONTROL II – BUILDING SYSTEM INTEGRATION /ACOUSTICS</b> This course discusses the development and application of visual/auditory comfort criteria, lighting and acoustical design, and their respective design implications.	Course content, projects and assignments.	3-7
6	<b>ARCH 465</b>	<b>SUSTAINABLE AND ENVIRONMENTAL DESIGN</b> The course provides an overview of critical developments in sustainable building design strategies by examining environmental problems and possible solutions through design. It explains the principles of sustainability in architecture and urban design decisions that conserve natural and built resources, culturally important buildings and sites, and healthful buildings and communities.	Course content, projects and assignments.	3-7-11
<b>Design studios incorporate green solutions and environmental strategies</b>				3-7-11
<div> <div> <b>SUSTAINABILITY</b> </div> <div>  </div> <div> <b>GREEN WALL</b> <p>The project have 3 green walls . in the health care and physical therapy . spa massage room exterior part its have a lot of benefits</p> <ol style="list-style-type: none"> <li>1. Creates fire resistant layer</li> <li>2. Increases the feeling of well-being</li> <li>3. Increases productivity</li> <li>4. Healthy indoor climate</li> <li>5. Reduces ambient noise inside and outside</li> <li>6. Reduces the ambient temperature</li> </ol> </div> <div>  </div> </div> <div> <b>ID 499, Senior Project</b> </div>				



## 2. Research

Sustainability is one general theme that the college is focused on through all research themes. The figure shows six distinct research theme for the college where sustainability is a cross cutting theme.



Sample of research article in sustainability related areas are:

Example of research articles in sustainability related areas are:					
No.	Author	Paper/Project Title	Journal	Vol/Issue/pp	SDG/s
			Project Evidence		
1	Dr. Muneer	Thermal stability of nanocrystalline Al-10Fe-5Cr bulk alloy	Transactions of Nonferrous Metals Society of China	29/242-252	17
2	Dr. Ezzat	Three-Dimensional Response of the Supported-Deep Excavation System: Case Study of a Large Scale Underground Metro Station	Geosciences (Switzerland)	10/76/1-19	11
3	Dr. Abdelhadi	Analyzing Sustainability Awareness among Higher Education Faculty Members: A Case Study in Saudi Arabia	Sustainability	11/6837/1-13	4, 5
4	Dr. Abdelhadi	Learning style preferences of architecture and interior design students in Saudi Arabia: A survey	MethodsX	6/961-967	4, 5
5	Dr. Abdelhadi	Clustering students into groups according to their learning style	MethodsX	6/2189-2197	4, 5
6	Dr. Yasser	Experimental Study of Durability and Mechanical Properties of Concrete with Recycled Concrete Aggregate and Fly Ash	Contract		11
7	Dr. Ihab	Experimental Study of Durability and Mechanical Properties of Concrete with Recycled Concrete Aggregate and Fly Ash	Contract		11
8	Dr. Ihab	Assessment of the Sustainable Pedestrian Mobility in Riyadh City: A Case Study	Contract		3, 11, 13
9	Dr. Basel	Assessment of the Sustainable Pedestrian Mobility in Riyadh City: A Case Study	Contract		3, 11, 13
10	Dr. Ezzat	Assessment of the Sustainable Pedestrian Mobility in Riyadh City: A Case Study	Contract		3, 11, 13

11	Dr. Ezzat	Treatment of Expansive Soil Using Injected Polyurethane (PU) Liquid Foam: Experimental Study	Contract	9, 15
12	Dr. Tamer	Treatment of Expansive Soil Using Injected Polyurethane (PU) Liquid Foam: Experimental Study	Contract	9, 15
13	Dr. Tamer	Design of composite energy absorption devises for automotive applications: Experimental study on the effect of the working environmental conditions of GCC area	RIC Form, Contract	3, 11
14	Eng. Shabir	Cost Efficient Road Condition Assessment Approach for Developing	Contract	9
15	Eng. Shabir	Carbon Footprint Quantification: A Case Study of an Academic Building	Contract	3, 11

## Sustainable Development Goals



### Introduction

The College of Humanities offers undergraduate programs: Applied Linguistics and Translation. The duration of each program is four years. The development of these programs is based on the needs of the local community and the interdisciplinary nature of academic subjects. The choices of programs and specialized concentrations can help students to communicate with other cultures to keep abreast with the fast pace and challenges of the information age. The College of Humanities aspires to provide students with high-quality education in the humanities in order to enhance their cultural awareness and broaden their horizons. The College of Humanities aims to provide students with quality educational opportunities to create long-life learners who explore and appreciate diversity of cultures and languages, think critically, and contribute to the good of humanity. The College of Humanities has a commitment to advancing research in the humanities and to serving the community.

Our faculty members are accomplished professionals of both practitioners and academics who bring a wealth of extensive academic experience across a wide spectrum of research interests in humanities. With strong links with businesses and public sector bodies, the faculty provides practical real-world learning that prepares students to become the change-makers of tomorrow.

We pride ourselves on our successful alumni who are equipped with the entrepreneurial, creative, and agile mindset needed in today's dynamic workplace. With top-notch skills in languages, communications, and research, our graduates are some of the highly sought candidates by employers in the Kingdom.

The career prospects for our students are limitless as more opportunities continue to emerge within both the public and private sectors under Vision 2030 including education, business and investment, media and journalism, and tourism and culture – only to name a few.

### Research

PSU humanities scholars strive to advance research that makes a difference in the world through its research labs and research groups:

1. **EDUCATIONAL RESEARCH LAB ERL:** The ERL seeks to ensure continuous enhancement and assurance of excellence in education in the Kingdom of Saudi Arabia and the Middle East via research and practice. The Education Research Lab provides professional mentoring and support for faculty who implement and embed research-based teaching practices in their classrooms in order to continually improve pedagogy in K-12 schools, colleges, and universities throughout KSA. To fulfill this mission, the committee actively supports researchers, faculty, and students who experiment with and investigate current teaching practices.
2. **APPLIED LINGUISTICS RESEARCH:** The Applied Linguistics Research Lab (ALLAB) at Prince Sultan University aims to provide quality research in applied linguistics and contribute to relevant community and world challenges. The Applied Linguistics Research Lab (ALLAB) is committed to quality research output in highly ranked publication venues and the creation of strong links between research and the community it should serve. The Lab conducts research, holds research-related activities, offers training to interested budding researchers and provides research-based consultations.
3. **LITERARY & DIGITAL STUDIES RESEARCH GROUP LDSH:** The aim of LDSH is to establish a digital humanities infrastructure. The steps for doing so start with the introduction digital humanities courses and projects to train both humanities students and computer science students to experiment with computational tools of human expression. A collaborative community on digital humanities grows and flowers from the bottom-up. The faculty from the College of Humanities teaming with the College of Computer and Information Sciences together with the PSU librarians and students will be the driving force of this research unit. The mission of the Literary and Digital Studies in the Humanities research group is to produce quality research with a high impact factor reflecting the transformation of humanities' studies through technology. The group provides a platform for collaborative, cross-disciplinary research in the field of humanities by promoting and supporting projects that utilize digital research methods and tools. Ultimately the group is committed to linking research to the teaching and learning process.

**Examples of recent publications that are related to SDGs are listed below:**

#### **Web of Science + Scopus**

Alotaibi, H., AlKhaifah, H. & Alsaeed, D. (2020). Teaching Programming to Students with Vision Impairment: Impact of Tactile Teaching Strategies on Student's Achievements and Perceptions. *Sustainability*, 12(13), 5320; <https://doi.org/10.3390/su12135320>.

Costley, J., Fanguy, M., Lange, C. & Baldwin, M. (2020). The effects of video lecture viewing strategies on cognitive load. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-020-09254-y>

Lange, C. & Cosley, J. (2020). Improving online video lectures: Learning challenges created by media. *International Journal of Educational Technology in Higher Education*, 17(16). <https://doi.org/10.1186/s41239-020-00190-6>

Ozfidan, B., Duman, J. & Aydin, H. (2020). Parents' perceptions in STEM-oriented public schools: Correlations among ethnic, linguistic and socio-cultural factors. *Educational Studies*, DOI 10.1080/03055698.2020.1793299

### **Scopus**

\_Costley, J. (2020). Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments. *Interactive Technology and Smart Education*, <https://doi.org/10.1108/ITSE-09-2019-0053>.

\_El-Dakhs, D.A.S. (2020). How do celebrities respond to criticism in media interviews? The case of an Egyptian TV show. *Cogent Arts and Humanities*, 7(1), 1-17.

El-Dakhs, D.A.S., Al-Khodair, M., Alwazzan, R. & Altarriba, J. (2020). Does the morphological structure of L1 equivalents influence the processing of L2 words? Evidence from Arabic-English bilinguals. *Psycholinguistics*, 27(2). Retrieved from <https://psycholing-journal.com/index.php/journal/article/view/905>

El-Dakhs, D.A.S., Salem, M. & Alhaqbani, J.N. (2020). The influence of L1 congruency, L2 exposure and word class on collocation learning: The case of Arab learners of English. *The Asian EFL Journal*, 27(2.1). 62-88.

El-Dakhs, D.A.S., Salem, M., Emara, H. & Alotaibi, H. (2020). Do translation trainees translate stance markers adequately? The case of Arabic-English undergraduates. *The Asian ESP Journal*, 16(2.1), 130-155.

Ozfidan, B. & Mitchell, C. (2020). Detected difficulties in argumentative writing: The case of culturally and linguistically Saudi backgrounded students. *Journal of Ethnic & Cultural Studies*, 7(2), 15-29.

Rashid, S., Howard, J., Cunningham, U. & Watson, K. (2020). Learner training in MALL: A Pakistani case study. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2020.1737076>

Yahya, N., Alotaibi, H. & El-Dakhs, D.A.S. (2020). Parallel corpora in EFL writing classrooms: Are they effective? *International Journal of Computer-Assisted Language Learning and Teaching*, 10(2), 23-38.

The Vision and mission of the college of Humanities and all its activities are directly linked to the following Sustainability Development Goals SDGs:

- SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



- SDG5 Achieve gender equality and empower all women and girls
- SDG8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

More examples are provided in the following sections.

## Department of Applied Linguistics

SDG# 4

### Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

1. The Teaching English as a Foreign Language (TEFL) Track which is one of the two tracks offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students.

Upon the completion of The TEFL (Teaching English as a Foreign Language) Track, graduates should be able to:

<b>TEFL TRACK Learning Outcomes</b>	
<b>Knowledge:</b>	
1.1	<i>Demonstrate knowledge of the structure of the English language at a level commensurate with their role as language teachers;</i>
1.2	<i>Outline major theories of first and second language development and acquisition as well as language variation and cross-linguistic differences;</i>
<b>Cognitive Skills:</b>	
2.1	<i>Apply relevant theories to the development of a wide range of instructional materials, and assessment methods for learners at different stages of development and from differing cultural and linguistic backgrounds;</i>
<b>Interpersonal Skills and Responsibility</b>	
3.1	<i>Develop a critically reflective teacher identity and team-player attitude;</i>
<b>Communication, Information Technology, Numerical:</b>	
4.1	<i>Conduct research projects in relation to TEFL.</i>
<b>Psychomotor (if applicable)</b>	



N/A
-----

**2. The Track is also offered as a minor** for the College of Humanities undergraduate students. A minor in TEFL is offered as an additional concentrated field of study during a college student's undergraduate program. The TEFL minor consists of a set of 5 core courses. Students can choose to minor in an academic field that is not related to their major. For example, students majoring in Translation or ELP (English Language for Professionals) can opt to obtain a minor in TEFL as an area related to a possible career. This gives them the opportunity to continue with their major not only throughout college but also during their pedagogical career.

SDG # 8

**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

1. The English Language for Professionals (ELP) Track which is offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students. The ELP track offers its students the knowledge and principles for understanding the **structure and use of the English language**. It also offers the **training to communicate effectively in English** in a wide range of **social and professional contexts** as well as the knowledge of a **variety of professional registers** in English appropriate for interaction with employers and colleagues in a variety of work-related situations. Additionally, it trains its students on the **skills** needed to enable them to participate meaningfully in a changing international environment.

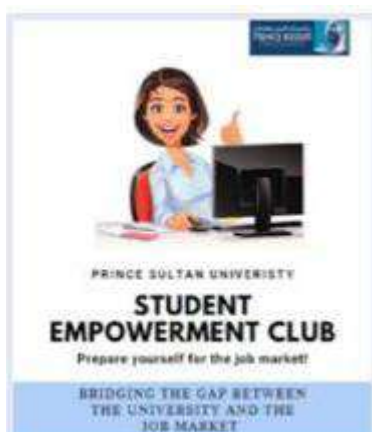
Upon the completion of the English for Professionals (ELP) track, graduates should be able to:

ELP Track Learning Domains and Learning Outcomes
<b>Knowledge:</b>
<i>(1.1) Demonstrate knowledge of the English language with particular emphasis on the genres of language used for professional and occupational purposes;</i>
<b>Cognitive Skills:</b>
<i>(2.1) Critically apply linguistic theories to practice in professional and occupational contexts;</i>
<i>(2.2) Employ effective oral and written communication skills in various professional and occupational language settings;</i>
<b>Interpersonal Skills and Responsibility</b>
<i>(3.1) Work independently as well as in a team displaying good ethics, leadership, professionalism, and problem-solving skills;</i>

<b>Communication, Information Technology, Numerical:</b>
<i>(4.1) Conduct research and entrepreneurial language-based projects.</i>
<b>Psychomotor (if applicable)</b>
N/A

## 2. The Student Empowerment Club

The Student Empowerment Club is affiliated to the Department of Linguistics and it is supervised by faculty members from the department. The club holds regular meetings with its members and hosts extracurricular events, workshops, field trips, and various activities that are open to all PSU students and to the public. The main goal of the club is to help the students bridge the gap between the university and the job market through inviting guest speakers and alumni.



Examples of events in semester 191:

1. Talking about 'a Unique Coop Experience' on **December 4, 2019**
2. Two guest speakers who were PSU alumni also talking about their 'Unique Coop Experience' on **November 20, 2019**
3. Three guest speakers were invited to deliver a talk on 'Want to know more about Co-op experience & the Workplace' on **November 13, 2019**
4. Three guest speakers from different specializations talked about 'How Different Is the Work Place from Your Academic Setting?' on **November 6, 2020**
5. Two guest speakers were invited to talk about 'Learn more about PSU Alumni Experience' on **October 29, 2019**

Examples of announcements and brochures:



## HOW DIFFERENT IS THE WORK PLACE FROM YOUR ACADEMIC SETTING?

The Student Empowerment  
Club invites you to find out  
the answer!

Ms. Tarfa AlMubarak, Ghada  
AlMazyad and Sarah  
AlDhalaan COOP students  
speaking about their internship  
experience.

Wednesday, November 6  
12:00 PM- 1:00 PM  
N211

CH | كليات جامعة الكويت  
COLLEGE OF HUMANITIES





جامعة الأمير سلطان  
PRINCE SULTAN  
UNIVERSITY



The Student Empowerment Club  
invites you to join a talk about a  
unique Coop experience

Lama Alshnaifi  
will be speaking  
about her Coop  
experience on  
Wednesday  
November 20th  
at 12 pm in  
N211

CH

كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES



# Want to know more about the 'Coop Experience & the Workplace?



**Join us!**

**Student Empowerment Club**

With our guest speakers:

**Miss Maram Al-khodair**

PSU lecturer

**Nour Abu Thuraya**

'Coop at JWT marketing agency

**Felwah Alghunaim**

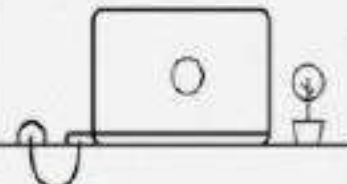
Employee at Floreal Flower



Wednesday, November 13

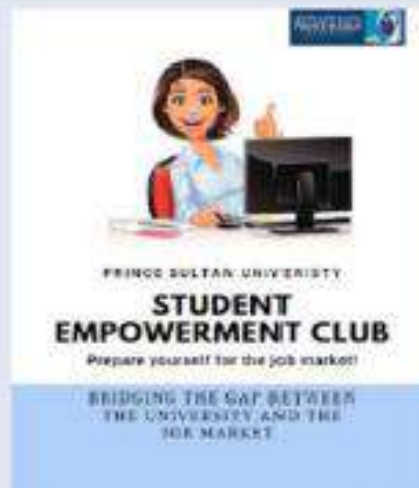
12:00 p.m - 1:00 p.m

Room N211



**CH** كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES





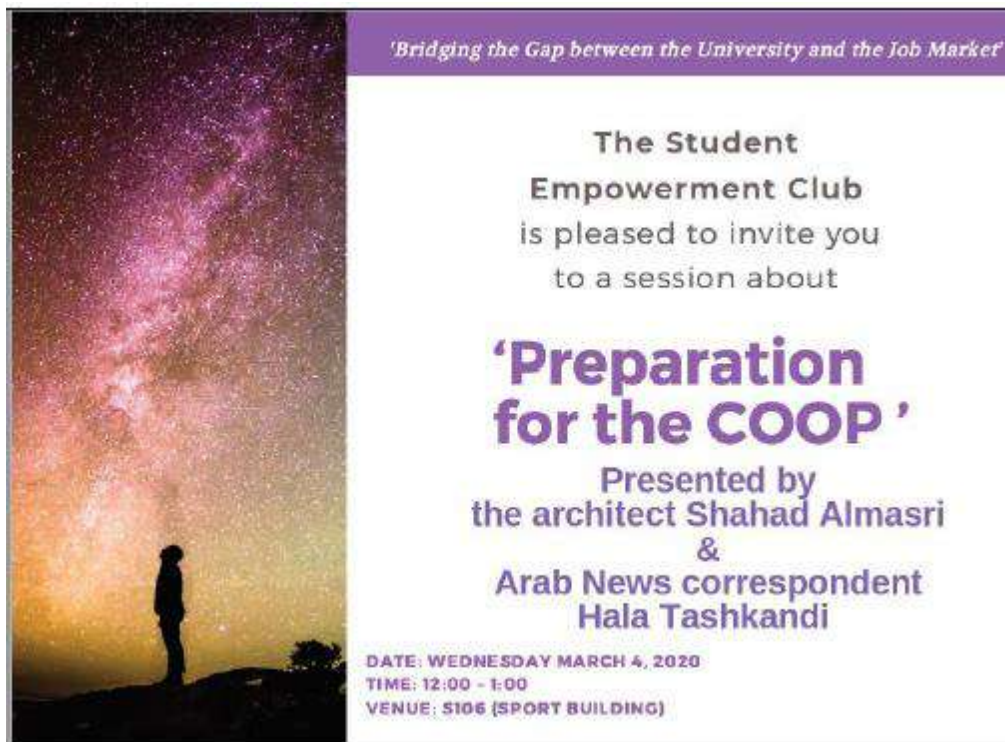
# Learn about PSU Alumni Experience with our Guest Speakers

**Ms. Lamia AlMadi – A lecturer at PSU and a  
PSU Alumni**

**&**

**Ms. Nouf AlTuwalah – A PSU Coop student**

Tuesday, October 29  
12:00p.m - 1:00p.m  
Room N112



### 3. The Eradah Club:

The Eradah Club is affiliated to the Department of Linguistics and is supervised by its members. The club aims to strengthen and enhance members' willpower and determination by exposing them to various skill-based programs and activities that will ultimately create success-driven members. The club organizes events and activities to utilize the students' willpower and pace their way to the career world.

Picture from club fair:



## SDG # 10

### Reduce inequality within and among countries

The Department of Linguistics supported the university's Mishkat program, which is a four-week intensive course providing training in English language and computer skills to disadvantaged members of the community. The Department of Linguistics faculty members have designed the syllabus for the English language component of this course, and trained students' volunteers to assist with course delivery. The Department of Linguistics students volunteered to deliver the courses.





## Department of English and Translation

### Translation Program

This goal- Partnerships for the Goals, Goal 17-looks at the broader ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data. In line with global trends to achieve sustainability development, the Department of English Language and Translation, College of Humanities, seeks to link translation courses, the Cooperative Education Program, and extra-curricular activities with the sustainable development goals in the society through collaboration and partnership with local institutions in the public and private sectors. This report will show how the sustainability development goals are connected to the Department of English and Translation through the following:

#### **1- Academia: Translation courses supporting SDG 17:**

Each course works on raising the students 'awareness of the goals of sustainable development by addressing many topics in all fields through written translation, interpreting or editing. (Below are examples of translation course syllabi of *ETRA 355, Business and Media Translation, ETRA 356, Scientific and Medical Translation, and ETRA 453, Simultaneous Interpreting*).

#### **Course Title: Business and Media Translation**

##### **I. Course Description:**

This course aims to familiarize students with the register and discourse characteristics of the language varieties of business and media in both English and Arabic. It also aims to develop and reinforce the skills and techniques required for translating texts bearing such features into the two languages. In the field of Business, the focus will be on text types such as bank statements, financial reports and business correspondence. In the field of media, the focus will be on text types such as news items, press reports, newsletters, and promotional texts.

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

<b>Skills</b>	<b>Course Learning Outcomes</b>
<b>Knowledge</b>	-Demonstrate knowledge in the subject matter.
<b>Skills</b>	-Analyze source texts and acknowledge features of each language.
<b>Competencies</b>	-Demonstrate self confidence in collaborative activities, and ability to work within a team in the investigation of problems. -Research references and utilizing several technical tools available in the field. (-Develop the spirit of teamwork; being able to justify the choice of translation methods and techniques; question and evaluate each other's solutions.)

	(-Efficient use of the web for information on concepts and terms, and for increasing speed of translating while improving the quality of output.)
--	---

## Course Title: Scientific & Medical Translation

### I. Course Description:

This course aims to train students in the translation of scientific and medical texts. As for the scientific field, students will be trained on analysing texts to understand concepts before looking for equivalents of terms in the other language. Concerning the medical side, the students will be familiarized with the medical terminology most commonly used by doctors and other health practitioners in text types such as medical reports, diagnosis, and medical procedures. Special emphasis will be given to word formation (suffixes roots and pre-fixes) in medical terms.

### II. Course Learning Outcomes: (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
<b>Knowledge</b>	Demonstrate knowledge of basic word structure and terminology in the scientific and medical fields..
<b>Skills</b>	Differentiate between the basic combining forms, prefixes and suffixes to build scientific and medical terminology.
<b>Competencies</b>	Demonstrate their problem-solutions skills in the field of English-Arabic scientific and medical translation using the appropriate tools.

## Course Title: Simultaneous Interpreting

### I. Course Description:

This course offers students the opportunity to learn and apply simultaneous interpretation techniques to a variety of topics and settings. It aims to develop students' practical skills in simultaneous interpreting between English and Arabic. It will focus on strategies and techniques required in simultaneous interpreting. The course will expose students to different scenarios in which simultaneous interpreting is used such as international conferences. The subject areas for simultaneous interpreting include general domains, motivational topics, society and social media, health, politics, and international relations.

**II. Course Learning Outcomes:** (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

<b>Skills</b>	<b>Course Learning Outcomes</b>
<b>Knowledge</b>	Demonstrate a broad understanding and in depth knowledge of commonly used simultaneous interpretation practices and strategies.
<b>Skills</b>	Develop a correct understanding of criteria and expectations in simultaneous interpretation using basic interpreting skills.
<b>Competencies</b>	Deliver a reasonably smooth and accurate interpretation on various topics, while giving appropriate consideration to target language using interpretation and communication technologies.

academic leaders should be informed in writing and students should be given a new schedule of assessment table).

- Another example is the *Reflections on the Translation Project* in relation to ETRA 250, 'Introduction to Translation Theories' Course in Collaboration with King Fahad Quality Centre Located in Alhasaa, Eastern Province. The instructor has coordinated with King Fahad Quality Centre in Alhasaa every semester from 2016 to 2019 to provide students with media articles and official documents to be translated from English into Arabic and vice versa. The translations are then edited and published by the Center. Such a door of opportunity has helped our students feel immersed in the field and the community at large. This has also trained them to take responsibilities similar to the ones in real workplaces. Upon completion of their translation tasks, each student received a certificate of gratitude from the Center.

يتقدم القسم النسائي بمركز الملك فهد بن عبدالعزيز للجودة بالشكر والتقدير  
للمحاضرة / وثام عبد الوهاب محمد باعشن  
محاضرة بجامعة الأمير سلطان بن عبدالعزيز آل سعود  
لمجهودها المبذولة في التنسيق مع قسم الترجمة بالمركز والطالبات المترجمات لأخبار مركز  
الملك فهد بن عبدالعزيز للجودة من اللغة العربية إلى اللغة الإنجليزية.

رئيسة القسم النسائي المكلفة بمركز

الملك فهد بن عبدالعزيز للجودة



فاطمة بنت عبد الرحمن الملا

خدا / 360

المملكة العربية السعودية - الأحساء - هاتف : 580 7301 (03) - 966 - فاكس : 233  
البريد الإلكتروني : edu65@hasaedu.info موقع الانترنت : jawda.hasaedu.gov.sa  
موقع في المعلقة : www.ahsatrans.com

### شكر وتقدير

تتقدم وحدة تطوير الموارد البشرية بمحافظة الأحساء بالشكر والتقدير

للتالبة / رغد فهد محمد الرشيد

طالبة بجامعة الأمير سلطان بن عبدالعزيز

( قسم ترجمة )

لما قدمته من جهود في ترجمة دليل إدارة الموارد البشرية لإدارة التعليم بمحافظة الأحساء

من اللغة العربية إلى اللغة الإنجليزية

مديرة وحدة تطوير الموارد البشرية

فاطمة بنت عبد الرحمن الملا



## 2- Experiential Learning: Coop Education Program:

Coop students from the Department of English and Translation spend a seven-month training period at different public and private institutions. Employers/trainers almost always, either during the academic advisor's visit to the training institution or after the training period, express their total satisfaction with the department's students/trainees. Most of the translation graduates receive job offers from the same companies where they trained. Some of these graduates accept such offers; others reject opportunities given by the training institutions because they find yet better offers from other companies or institutions (private or public). In addition, coop employers mostly give a positive response (if a position is open) when asked whether they would employ our students after graduating. Some often ask each term for more translation students to train at their institutions as they notice their commitment, diligence and willingness to learn different types of skills that make them fit in various positions other than translation jobs.

The following list shows some of the companies that have trained the translation students over the past five years.

1. CMA
2. التعاونية
3. Thiqah
4. Sabic
5. Empower
6. Public Investment Fund
7. Sagia
8. KAPSARC
9. KPMG
10. Oasis Translation office
11. الهيئة العامة للمنشآت الصغيرة والمتوسطة
12. وزارة الخارجية
13. البنك الأول
14. Tamkeen
15. Voice of Down Syndrome Association
16. شركة فيتامين للدعاية والاعلان
17. مدرسة مياسين المعرفة
18. Smaat Company
19. Marcom Arabia
20. Arab Open University
21. المنظمة العربية للهلال والصليب الاحمر

With that said, it is evident that the Coop Education Program is on the right path of applying sustainability and excellent outreach procedures.

### **3- Extracurricular Activities:**

The Translator Club is one of the clubs affiliated to the department that aims to:

- Increase their community's awareness and social connections regarding the role of translation and the translator,

- Introduce PSU Translation Program,
- Offer translation students opportunities to develop their career related skills,
- Benefit from alumni career experience in the field of translation,
- Encourage students' positive attitude towards life-long learning,
- Enrich the students' extra-curricular activities in a dynamic and friendly environment,
- Share and be shared all translation related issues and broaden their network of connection.

The club has organized and hosted, on the university campus, a series of sessions with academicians, practitioners and trainers which were open to the public.



# صناعة المترجم اتجاهات وآفاق

Saturday, November 30th, 2019

قسم البنين مبنى 105 / قاعة GC01



## الترجمة و حتمية التحول

10:15-11:00 am

الأستاذ / أحمد حكمي

المترجم و المدرب المعتمد محلياً و دولياً



## ترجمة الشعر...

الممكن و المستحيل

11:00-11:30 am

الأستاذ / عبد الرحمن السيد

المدير التنفيذي لـ "ترجم"



## من كلية اللغات إلى كليفلاند كلينك: سيرة نجاح طالب الترجمة

12:00-2:00 pm

د/ يزيد بن عبد الرحمن السماعيل

أستاذ الترجمة المساعد - جامعة القصيم

السحب على ثلاث عضويات مجانية  
لمعمل أبحاث اللغويات التطبيقية



@ALLAB\_PSU

APPLIED LINGUISTICS  
RESEARCH LAB



@PsuTranslator

Open to the Public  
Men and Women



# The Translator Club

**Invites you**



*To attend the talk by*

***Ms. Khawla Alqurashi***

**الترجمة الصحفية بين الواقع و المأمول**

***Ms. Khawla will share her professional experience as a media translator and copywriter and offer advice regarding the job market needs and challenges***

***Sunday 23<sup>rd</sup> February 2020***

***Venue: Building 102-First Floor- Room 215***

***Time: 12:00-1:00 p.m***

# *The Translator Club*



*Invites you*

*To attend the talk by*

**Dr. Alaa Olwi**

## **Audio-Visual Translation Skills and Needs**

***Dr. Alaa is an Assistant Professor at Princess Nourah Bint Abdulrahman University and will share her professional experience in audio-visual translation.***

**Thursday 27<sup>th</sup> February 2020**

**Venue: Building 101-First Floor- Room W261**

**Time: 12:00-1:00 p.m**



يسر  
نادي المترجم بجامعة الأمير سلطان بالتعاون مع تراجم  
دعوتكم إلى جلسة نقاش بعنوان

## "الترجمة بين الثقافة و العلوم"

مبنى 105 -الدور الارضي - قاعة -C01

السبت 14 مارس 2020 - من 7 - 9 مساءً

الحضور (رجال/نساء)



ناهيل المترجمين

أ. د إبراهيم القرني

عميد كلية اللغات والترجمة  
بجامعة الملك سعود



7:10 - 7:20 pm

ترجمة التاريخ  
ورابط الفنون

أ. د فهد الصتيبي

أستاذ التاريخ  
ومدير البرنامج الثقافي  
بجمعية الثقافة والفنون



7:20 - 7:30 pm

مستقبل ترجمة العلوم

د. مبارك القحطاني

وكيل عمادة التطوير والجودة  
بجامعة الملك سعود



7:30 - 7:40 pm

الترجمة

و الامن اللغوي

د. محمد البركاتي

أستاذ اللغويات والترجمة المشارك  
بجامعة الملك عبدالعزيز



7:40 - 7:50 pm

اتجاهات الترجمة في  
ظل رؤية المملكة ٢٠٣٠

د. نهى المويضي

رئيسة قسم اللغة الإنجليزية والترجمة  
بالجامعة السعودية الإلكترونية



7:50 - 8:00 pm

مدير الجلسة

أ. مبد الرحمن السيد

المدير التنفيذي لتراجم



السعد مله ثلاث مصوبات مجانية  
لمعمل أبحاث اللغويات التطبيقية



# *The Translator Club*

***Invites you***



*To Share the Career Experience of  
the Professional Translator*

***Ms. MAYSAA ABED***

***Sunday 24<sup>th</sup> November 2019***

***Venue: Building 2-Second Floor- Room 315***

***Time: 12:00-1:00 p.m***

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#### **4- Translation and Authoring Centre (TAC):**

The Translation and Authoring Centre, an affiliate of the College of Humanities, signed a Memorandum Of Understanding last year on behalf of Prince Sultan University with the Education and Training Evaluation Commission under which collaboration is effected in the field of Accreditation and Education Quality Assurance, research and studies, and exchange of expertise, advisory services and translation services.



## مذكرة تفاهم

### بين

هيئة تقويم التعليم والتدريب

وجامعة الأمير سلطان

## بسم الله الرحمن الرحيم

بِعون الله تعالى وتوفيقه، تم في يوم الأربعاء بتاريخ 1440/4/19 هـ الموافق 2018/12/26 م، توقيع هذه المذكرة بمدينة الرياض في مقر جامعة الأمير سلطان، بين كل من:

أولاً: هيئة تقويم التعليم والتدريب، وعنوانها: الرياض، ص.ب. 93655 الرياض الرمز البريدي 11783 هاتف 0114974080 فاكس 0114975665، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة خلود بنت عبدالله أشقر بصفتها المدير التنفيذي للإطار الوطني للمؤهلات ويشار إليها فيما بعد بالطرف الأول أو (الهيئة).

ثانياً: جامعة الأمير سلطان، وعنوانها: مدينة الرياض، ص.ب. 53073 المدينة: الرياض الرمز البريدي 11586 هاتف: 0114948000، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة ريمه بنت صالح اليحيا بصفتها وكيلة جامعة الأمير سلطان لفرع لطالبات والعميدة المكلفة لكلية العلوم الإنسانية ويشار إليه فيما بعد بالطرف الثاني أو (الجامعة). ويشار إلى الطرف الأول والطرف الثاني مجتمعين بـ (الطرفين).

### تمهيد:

حيث أن هيئة تقويم التعليم والتدريب هي المرجع الوطني في التقويم والقياس والاعتماد في التعليم والتدريب، وهي جهة مستقلة ذات شخصية اعتبارية ترتبط برئيس مجلس الوزراء، وتعنى بتعزيز مخرجات التعليم والتدريب ومساهمتها في الاقتصاد والتنمية الوطنية، من خلال مسؤوليات محددة وفق الترتيبات التنظيمية لها، وترتكز بشكل رئيسي في بناء معايير المناهج وإجراء الاختبارات والتقويم والاعتماد المؤسسي والبرامجي وتسجيل المؤهلات والجهات المانحة في التعليم والتدريب وإصدار الشهادات والرخص المهنية وفق ذلك. كما تعنى بنشر ثقافة الجودة والبناء المعرفي في تلك المجالات وتأسيس شراكات أو مراكز تعزز مسيرة العمل.

وباعتبار جامعة الأمير سلطان جهة تعليمية تسعى إلى تطبيق معايير الجودة والاعتماد والتسجيل في الإطار الوطني للمؤهلات.

فقد اتفق الطرفان على إبرام هذه المذكرة وفقاً لاختصاصاتهما، لوضع أسس التفاهم بين الطرفين فيما يتعلق بالتعاون على تطوير شراكات، وتفعيل سبل التعاون والتواصل بينهما، إيماناً منهما بأن التعاون الفعال نحو تحقيق رسالتيهما والمناخ المتبادل لتعد مسؤولية وطنية تتضافر فيها جهود الجميع من أجل تطوير، وتنمية الإنسان والمجتمع، وتحقيق رؤية الوطن للوصول إلى مجتمع معرفي وعلمي منتج. وانطلاقاً من التزام كلا الطرفين بهذه القيم والمبادئ، واستشعاراً للدور التكاملي بين الجهتين في تحقيق رؤى وتطلعات القيادة الرشيدة في المملكة العربية السعودية والنمو بالوطن والمواطن فقد تم الاتفاق على المواد التالية:

### المادة الأولى: التمهيد:

يعتبر تمهيد هذه المذكرة، جزءاً لا يتجزأ من هذه المذكرة، وتقرأ معاً كوحدة واحدة.

### المادة الثانية: محاور المذكرة:

تهدف المذكرة إلى بحث عدة مجالات ومنها ما يلي:





## SDG Report and Evidence

### College of Law

Here is evidence on the college of law activities on SDG

#### 1- Education at the College of Law on SDG:

Course name	Course no.	Relevance for SDP
Intellectual Property Law	LAW 407	Digitalization and goals no. 9 Industry innovation and Infrastructure, and 16, Peace Justice and Strong Institutions
Tort Law	Law 112	Nuisance and enforcement of environmental rights: goal no. 6 and 13-16
Administrative Law I	Law 150	Anti-bribery and corruption. In addition, 'Protector Line', an independent and confidential whistleblowing service. Goal no 16.
Commercial Law I & II	LAW243 & LAW342	Data protection, and business conduct. Goal no 16.
Labor Law	LAW320	Reducing inequalities in the workplace. Goal no. 10.
Public International Law	LAW255	Human Right and international organizations requirements. Goal 10.
Legal Ethics	ETHIC351	Reducing inequalities in the workplace. Goal no. 10.
Law of Contract	LAW352	Reducing inequalities in the workplace. Goal no. 10.
Zakat and Taxation System	LAW357	No poverty, goal no. 1
International Humanitarian Law	LAW466	Human Right and international organizations requirements. Goal 10.
International Environmental Law	LAW462	Clean water and sustainability goal no 6. Climate action goal no 13. Life below water, goal 14. Life on Land, goal 15.
Capital Market Law	LAW405	Industry innovation and Infrastructure. Goal 9.



## 2. Programs and Activities Addressed to the community (Goal 11 Sustainability Cities and Communities).

### ▪ Legal Clinic (PSU) and SDG (Sustainability)

The Collage of law at PSU believes that an outstanding educational institution is also a socially responsible institution. Therefore, engagement with local community is an essential complement to the collage's extensive research and teaching on global issues. The clinic reflects the collage's commitment to a vibrant and thoughtful relationship with its surrounding neighborhood, while providing students with a meaningful clinical education. The collage clinic model incorporates interdisciplinary perspectives and critical inquiry with the opportunity to develop both excellent professional skills, and a sense of social responsibility which reflects the core values of the profession. Finally, the clinic seeks to advance environmental justice and sustainability in local community by carrying out a variety of legal work on a pro bono basis for a variety of clients

A legal clinic at PSU is a program organized through Collage of law that allows students to receive a recognition by the law college as they work part-time in real legal service atmospheres. The clinic is generally pro bono offering free legal services to community especially those unable to afford a private lawyer and need assistance with varies legal matters.

In the clinic, students perform various tasks just as a lawyer would do in the same job position such as doing legal research, drafting different legal documents, and interviewing clients.

As part of its objectives, the clinic contributes to the sensibility of the community through public legal education; comprises a range of activities intended to build public awareness and skills related to law and the justice system. In addition, the clinic provides the legal advice, and representation at court -subject to the availability- for a variety of criminal, family and workers-related matters.

### ▪ Making of Lawyers

An initiative launched by PSU College of Law Dean Fahad Almajid features a series of public talks targeted at law students, lawyers and those interested in law. The main goals of the talks are to upgrade law students' practical skills, engage with law practitioners, and to inform members of the community about law in general.

#### Introduction:

An initiative launched by PSU College of Law Dean Fahad Almajid features a series of public talks targeted at law students, lawyers and those interested in law. The main goals of the talks are to upgrade law students' practical skills, engage with law practitioners, and to inform members of the community about law in general.

tracks:

- The first track: How to manage disputes
- The second track: Providing legal services.
- The third track: building up the legal personality

On 10/19/2019, started the first track which includes eight public talks were given in seven separate weeks by a number of judges, lawyers and legal practitioners, as following:

1-On Saturday, 10/19/2019, Faculty of Law in the Great Hall at PSU hosted

The first talk was given by *Shaik / Saad bin Ghoneim* (Lawyer) about the disputes of inheritance.

The second talk was delivered by Dr. / Muhammad Al-Jadhalani (former judge -the Board of Grievances) about the real estate disputes.

Both talks were attended by lots of audience including law students, lawyers and judges. Then Dr. Abdulaziz Al-Eid, assistant professor of law at the College of Law, presented an honorary shield to the two generous guests on behalf of the faculty , and thanked them for the useful information they provided.



2- On Saturday 10/26/2019, Dr. Khaled Al-Omair (Chair of Securities Disputes Committee) , and a former Associate Professor at King Saud University) talked about securities disputes, their historical development, jurisdiction, and the main Judicial principles in this field.

Number of lawyers, faculty members and students attended the talk.

At the end, Dr. Abdulaziz Al-Eid, assistant professor of law at the Collage of Law thanked the speaker and presented a shield of honor to the honorable guest on behalf of the college.





3- On Saturday, 11/2/2019, the Faculty of Law hosted Lawyer Mr. Fahd Barbaa, who talked and discussed about sports disputes and shed lights on sports laws, sports judicial committees, and legal services that a lawyer can provide in this field.

The talk witnessed an impressive presence of sports media professionals, lawyers, faculty members and students.

Dr. Abdulaziz Al-Eid, assistant law professor at the College of Law, thanked the speaker for the valuable information and presented a shield of honor to the honourable guest on behalf of the college.





4- On Saturday, 9/11/2019, the College of Law hosted the Honorable Sheikh / Abdullah Al-Bahlal, President of the Implementation Court, who talked about implementation disputes.

The talk was attended by number of judges, lawyers, faculty members and students.

At the end of the talk Dr. Abdulaziz Al-Eid, assistant professor at the College of Law, presented a shield of honor to the honourable guest on behalf of the college, and thanked him for the valuable information he provided.



5- On Saturday, 11/6/2019, Faculty of Law hosted Honourable former judge Dr. Hamad Al-Razin ( Member of *Sharia* Medical Authority-MSMA) who sheds light on the most important principles in medical disputes, the development medical judicial history and how MSMA works.

Nurses, doctors, faculty members and student attended the talk and asked the speaker many questions regarding the disputes arose from the contractual relationship between patients and doctors.

At the end of the talk, Dr. / Abdulaziz Al-Eid, assistant professor of law at College of Law, presented a shield of honor to the honorable guest on behalf of the college, and thanked him for his efforts.



6- On Saturday, 11/23/2019, College of Law hosted Dr. Khaled Al-Ruwais

(Associate professor in law at King Saud University and Chairman of Financial Dispute Resolution Committee) who talked about tax and zakat disputes.

The talk was attended by accountants, financiers, and faculty members, in addition to students who had interfered with some of the inquiries and interventions that His Excellency Dr. Khaled answered.

At the end of the talk Dr. Abdulaziz Al-Eid, assistant professor of law at the College of Law, presented a shield of honor to the honorable guest on behalf of the college, and thanked him for accepting the invitation to talk at PSU.







7- In the last talk of the first track: Faculty of Law hosted Dr. Muhammed Al-Essa, who gave a talk on bankruptcy disputes, the bankruptcy system, the provisions of the seven bankruptcy procedures and the differences between them.

The lecture witnessed the attendance of lawyers, accountants and those interested in bankruptcy disputes, in addition to faculty members, students.

At the end of the lecture, His Excellency Dr. Abdulaziz Al-Eid thanked the speaker and presented a shield of honor to him.

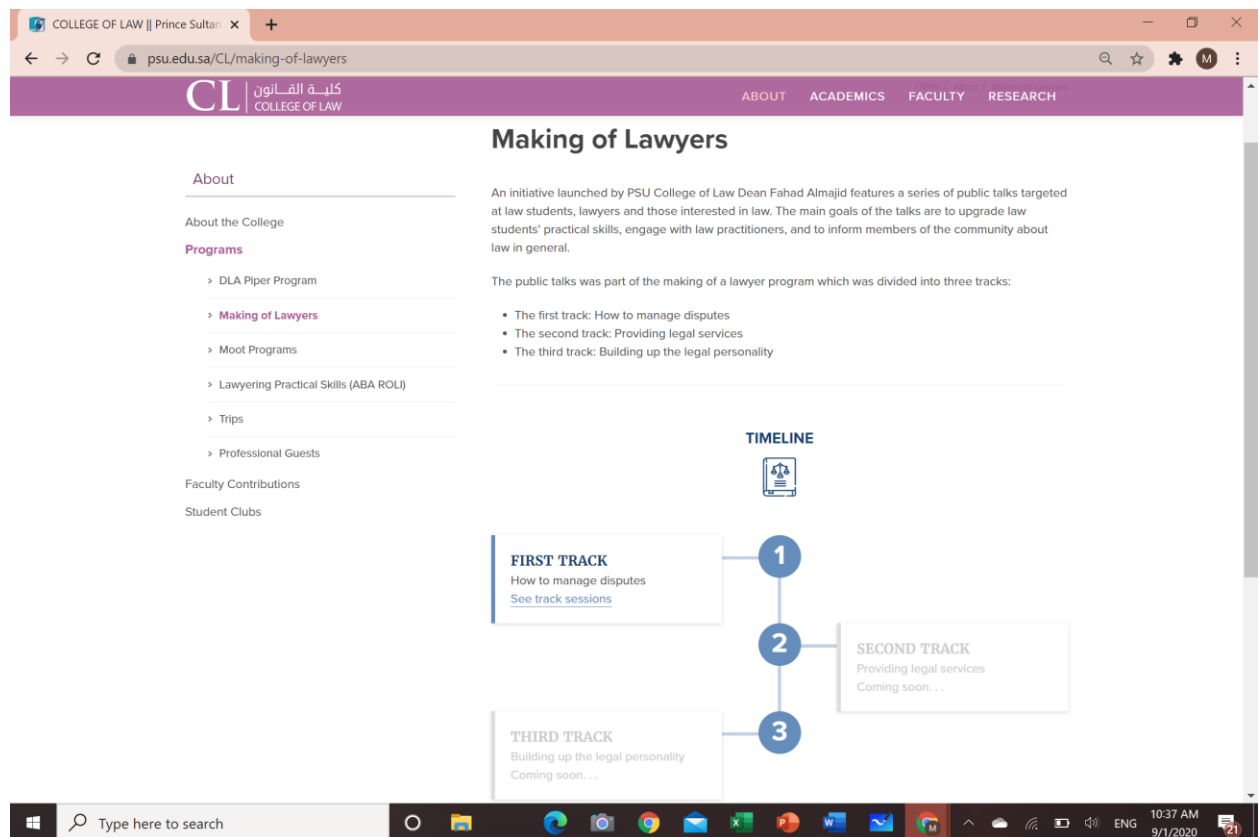




The second track: Providing legal services.

Coming soon.....

<https://www.psu.edu.sa/CL/making-of-lawyers>



#### ■ Arabic Arbitration moot (SCCA)

The College of Law Hosted the Training Program, Organized in Cooperation with the Saudi Center for Commercial Arbitration

Prince Sultan University hosted the activities of the first edition of the Commercial Arbitration Competition in the Arabic language for male and female students of colleges of Sharia, law and regulations in universities in which participants compete to plead in a hypothetical arbitration case that simulates international trade issues and that will hone the legal and personal skills that participants need to plead before international arbitration bodies and raise their



personal and knowledge, competence, legal skills which was organized by the University in cooperation with the Saudi Center for Commercial Arbitration.

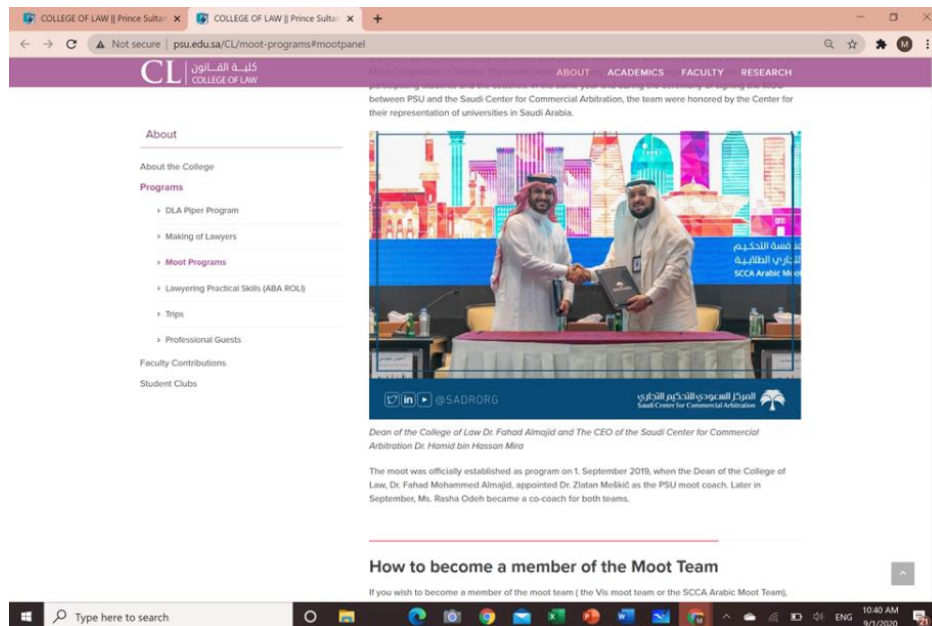
The University welcomed 39 teams from 24 universities from 18 cities of the Kingdom of Saudi Arabia on Wednesday and Thursday 16-17 October 2019, where a group of distinguished legal figures gave lectures and training workshops for (210) students.

At the beginning the Dean of the College of Law, Dr. Fahad Almajid gave a speech in which he welcomed the attendances and expressed the university's interest in hosting and participating in this type of activities. The Dean of the College of Law, Dr. Fahad Almajid also urged the participating students to make every effort to achieve maximum benefit from the lectures and workshops; Dr. Hamid Meera, CEO of the Saudi Center for Commercial Arbitration, delivered a speech on the importance of moot court competitions, their fields and ways of developing them. The Deputy US Consul in Riyadh, Ms. Martina Strong, spoke about the importance of competitions as they sharpen practical and scientific skills for students.





<http://www.psu.edu.sa/CL/moot-programs#mootpanel>





#### Public talk: Law career option

On 12/11/2019 Dr. Abdulaziz Aleid - assistant Professor at Collage of Law gave a talk about law student career. Dr. Abdulaziz assured in this talk that a law degree is a gateway to a career as a lawyer, but it's not the only path law student can choose. Many options are available to law student beyond the legal profession. He discussed with audience from the collage very important points regarding their career including; skills for CV, how to prepare for an interview and job roles and career areas law students could work in. Attended this talk students from PSU and other universities.



<https://www.psu.edu.sa/CL/faculty-contributions>



Faculty contributions under the umbrella of the College of Law

Dr.Fahad Almajid		
Topic	Date	Occasion
Legal management skills: Concepts, challenges and solutions	02/10/2018	The conference was held under the slogan of promoting a sustainable and comprehensive business environment, under the patronage of His Excellency the Minister of Commerce and Investment Dr. Majed bin Abdullah Al-Qasabi, and the conference comes in strategic partnership with the Ministry of Commerce and Investment, the Ministry of Justice, the Saudi Intellectual Property Authority, the Saudi Bar Association, the bankruptcy committee, and the Saudi Fintec.





Dr.Fahad Almajid		
Topic	Date	Occasion
Governance of the liquidation procedures	30/04/2019	<p>The conference was organized by the bankruptcy committee, under the patronage of His Excellency the Minister of Commerce and Investment Dr. Majid bin Abdullah Al-Qasabi, and the conference provided a comprehensive look at the positive impact of the laws that work on settling bankruptcy cases through the creation of an attractive investment environment that protects the investment institutions and invokes the investment institutions.</p> <p>And I received the working paper presented by His Excellency Dr. Fahd bin Muhammad Al-Majid on how to activate governance to carry out liquidation</p>



procedures that guarantee justice, responsibility and accountability for all its parties, including a debtor, creditor and liquidation trustee. The paper also talked about the characteristics of rational liquidation and the challenges it faces.





Dr.Fahad Almajid		
Topic	Date	Occasion
Mediation and Friendly Settlement: Practical Skills for Success	03/11/2019	The conference was held under the slogan of promoting a sustainable and comprehensive business environment, under the patronage of His Excellency the Minister of Commerce and Investment Dr. Majed bin Abdullah Al-Qasabi, and the conference comes in strategic partnership with the Ministry of Commerce and Investment, the Ministry of Justice, the Saudi Intellectual Property Authority, the Saudi Bar Association, the bankruptcy committee, and the Saudi Fintec.



### 3. Research and Publications Done on SDG by the College of Law Academic Members (Quality Education, goal 4).

#### A. Dr Mohamad Albakjaji Research on SDG (goals: 6, 13, 14, and 15).

- 1) Oil pollution of the Mediterranean Sea linked to maritime traffic. Legal studies on relevant international and regional treaties. Book published by: Editions Universitaires Europeanness (14 Mar. 2013). ISBN-10: 9783841792662
- 2) Cyberspace: New Threat to the Sovereignty of the State. A Paper published by the Management Studies Journal, Volume 4, Number 6, Nov-Dec. 2016.
- 3) Cyberspace: A Vouch for Alternative Mechanisms. A Paper published by International Journal of Business and Cyber Security (IJBCS) Vol. 1 Issue, July 2016.
- 4) The Legal Dilemma in Governing the Privacy Right of E-Commerce Users: Evidence from the USA Context. International Journal of Service Science, Management, Engineering, and Technology (IJSSMET). Vol. 12. Issue 3. December 2020. This Journal is indexed in Scopus Q2.

#### B. Dr Shafiqul Research on SDG (goals: 1, 4 and 10).

- 5) Covid-19 Pandemic, Outbreak Educational Sector and Students Online Learning in Saudi Arabia, Journal of Entrepreneurship Education.
- 6) Covid-19 Quarantine and Consumer Behavior that Change the Trends of Business Sustainability Development, Academy of Strategic Management Journal
- 7) Bond Market Development in Bangladesh: Capacity Building, Challenges and Policy Initiatives, Academy of Strategic Management Journal
- 8) Workers Protection in Saudi Law: An Awareness Assessment of Construction Industry, Journal of Legal, Ethical and Regulatory Issues.
- 9) The Role of New and Creative Ideas in Developing Industries of Education, Software and Manufacturing in Pakistan, Journal of Entrepreneurship Education.

- 10) Diversification of Motor Takaful Surplus for Socio-Economic Development of Less Privileged Inhabitants in Saudi Arabia, Journal of Legal, Ethical and Regulatory Issues
- 11) Measures of Sustainable Efficiency of Diversification of Motor Takaful For Less Privileged Inhabitants In Saudi Arabia, Academy of Accounting and Financial Studies Journal.
- 12) Feminist Perspective of International Law and Its Effect on International Courts and Tribunals, Journal of Legal, Ethical and Regulatory Issues.

C. Prof. Zlatan Meškić Research on SDG (goals: 6, 16).

One paper written on SDG goal no. 16: Peace Justice and Strong Institutions

- 1) Zlatan Meškić, Applicable Law to the Arbitration Agreement in General Conditions of Sale Available on Seller'S Website - A Pro-Arbitration Approach In The Jurisprudence of the Supreme Court of the Federation of Bosnia And Herzegovina, Revija Kopaoničke škole prirodnog prava 2020, vol. 2, br. 1, p. 29-46, <https://scindeks-clanci.ceon.rs/data/pdf/2683-443X/2020/2683-443X2001029M.pdf>

Two papers with co-authors from a country with emerging economy:

Authors: Jasmina Alihodzic, University of Tuzla, Bosnia and Herzegovina; Anita Durakovic, University Dzemal Bijedic Mostar, Bosnia and Herzegovina; Zlatan Meškić, Prince Sultan University

- 2) Accepting EU Private International Law Standards into the Legal System of Bosnia and Herzegovina: What Can be Done While Waiting for Godot?, Lexonomica, 2019, ISSN 1855 7147(Web of Science); <https://journals.um.si/index.php/lexonomica/article/view/220>

Authors:

Anita Durakovic, University Dzemal Bijedic Mostar, Bosnia and Herzegovina

Jasmina Alihodzic, University of Tuzla, Bosnia and Herzegovina

Zlatan Meskic, Prince Sultan University

- 3) Europeanization of Public Policy in International Family Law-Overriding National Values Or Gradual Harmonization?, Journal of Legal, Ethical and Regulatory Issues, Volume 23, Issue 3, 2020;  
<https://www.abacademies.org/articles/europeanization-of-public-policy-in-international-family-lawoverriding-national-values-or-gradual-harmonization-9306.html>

D. Dr Yusuf Jalili Research on SDG (goals: 1, 4, and10)

- 1- Amuda, Y.J, (2019). Application of Waqf property as a Financial Instrument for the Internally Displaced Persons (IDPS) in Nigeria, Journal of legal, Ethical and Regulatory Issues Volume 22, Special Issue 1: 1-11.
- 2- Amuda, Y.J, (2019). Tapping Waqf (Endowment) Property Financing into Agribusiness in Nigeria. International Journal of Innovation, Creativity and Change, Volume 7, Issue 3: 159-172.
- 3- Amuda, Y.J, (2018). "LGBT: An Evaluation of Shariah Provisions and The Laws of Malaysia and Nigeria", Global Journal Al-thaqafah, VOL 8 Issue 1: 15-29. ISSN : 2232-0474 E-ISSN : 2232-0482.
- 4- Amuda, Y.J, (2017). Harmonisation of Malaysian and Islamic Laws on Elimination of Child Labour Across the Nation. International Journal of Applied Business and Economic Research, Volume 15, No.25: 463-473.
- 5- Amuda, Y.J, (2017). "Effects of Corruption on the Human Social Economic Development: A Case Study of India, Nigeria and Bangladesh", International Journal of Economic Research, pp. 273-388. ISSN : 0972-9380.
- 6- Amuda, Y.J , (2017). "Persecuted Muslim Minority: Zakat, Waqf, and Sadaqah as financial Instrument for Human Development" International Journal

of Applied Business and Economic Research, Volume 15 • Number 25: 475-484, (Scopus Indexed), ISSN : 0972-7302.

- 7- Amuda, Y.J, (2017). “Determinant of Criminal Activities by Some Nigerians Residing In Malaysia: A Socio-Economic Perspective” *Pertanika J. Soc. Sci. & Hum*, 25(S): 199-208.
- 8- Amuda, Y.J, (2017). “ UniSZA’s Staff Cash Waqf: The Impact to Social and Economic Development of Terengganu” *Pertanika J. Soc. Sci. & Hum*, 25(S): 239-254.
- 9- Amuda, Y.J, (2017). “Protecting Children from Labour: Muslim Scholar’s Viewpoint and Legal Provisions in Selected Muslim Countries” *Advanced Science Letters*, 23, No. 7: 6106-6109.
- 10- Amuda, Y.J, (2016). “Creation of Company through Zakat Funds for Sustainability of Malaysian Asnaf With Reference to Shari’ah Justification”, *American-Eurasian J. Agric. & Environ. Sci*, 16 (5): 1008-1017.
- 11- Amuda, Y.J, (2014). “Impacts of Sexual Harassment in Schools and Institutions of Higher Education on Victims’ Academic’ Malaysian Perspective”, *Pensee Journal*, Vol.76, No.2: 57-65.
- 12- Amuda, Y.J, (2014). “Prevention of Sexual Harassment: The Islamic Approach”, *Pensee Journal*, Vol.76, No.1: 213-222
- 13- Amuda, Y.J, (2011). “Child Education in Nigeria: Hindrances and Legal Solutions”, *Journal of Procedia Social and Behavioural Sciences*, Vol. 15: 3027-3031.
- 14- Amuda, Y.J., (2016). “A Descriptive Analysis of the Influence of Public Sector Corruption on the Privatization of Nigerian Roads” *Journal of Asian and African Social Science and Humanities*, Vol. 2, (2): 1-30.
- 15- Amuda, Y.J., (2015). “An Analytical Discourse for Utilizing Terengganu’s Property for Human Development in the State”, *Journal of Islamic Law Review*, Vol.11No.2: 179-205.

- 16- Amuda, Y.J., (2015). "Awareness of al-Rahn as Financial Instrument to Empower Nigeria's Less Privileged Muslims" International Journal of Information Research and Review, Vol. 2, Issue, 07: 883-888.
- 17- Amuda, Y.J, (2015). "Mixed Methods on the Commercialization of Cash Waqf in Nigeria: An Analysis of Its Implementation" Journal of Economics and Finance (IOSR-JEF), Volume 6, Issue 3: 90-97.
- 18- Amuda, Y.J, (2015). "The Application of Cash Waqf as Modern Instruments for Socio-Economic Development in Nigeria" International Journal of Economics, Commerce and Management, Vol. III, Issue 5: 605-621.
- 19- Amuda, Y.J, (2010). Harmonization of civil and Islamic Law on child labour. International Journal of Sustainable Development, Vol.1, no.6, pp.89-102.
- 20- Amuda, Y.J, (2010). Working Conditions and Consequences of Child labour in Nigeria. International Journal of Sustainable Development, Vol.1, no.7, pp.53-72.
- 21- Amuda, Y.J, (2010). Child labour under the Islamic law with special reference to Nigeria. Journal of Islamic Law Review, Vol.6 Pp.187-215.
- 22- Amuda, Y.J, (2011). Nigerian children sexual abuse as a result of labour with reference to Nigerian laws. International Journal of Sustainable Development, Vol.2, No.07, page 37-44.
- 23- Amuda, Y.J, (2012). Ethical and Legal Implications of Sex Robot: An Islamic Perspective. International Journal of Sustainable Development, Vol.3, No.03, page 19-28.
- 24-Amuda, Y.J, (2012). Commission of Euthanasia Against A Hospitalized Child: An Evaluation of Shariah Provisions and United Nations Conventions. Malaysian Law Journal, Page xx-xxxvi.
- 25- Amuda, Y.J, (2009). The global challenges of unmarried women: polygamy as a way forward. Al-Risala: postgraduate students' society & center for postgraduate studies, IIUM, 89-106.
- 26- Amuda, Y.J, (2010). Child Rights under Shariah Law with special reference to Nigeria. LexisNexis: Shariah Law Report Pp.1-26.



#### E- Dr Fatma Abdullah research on SDG (goals 9).

- 1- Crime of Extremist Content Online: Legal Challenges and Solutions. Journal of Legal, Ethical and Regulatory Issues. <https://www.abacademies.org/journals/journal-of-legal-ethical-and-regulatory-issues-home.html>
- 2- LEGAL AND ETHICAL ASPECTS BEYOND COMMERCIAL SURROGACY: MODERN FORM OF HUMAN TRAFFICKING. Journal of Legal, Ethical and Regulatory Issues. <https://www.abacademies.org/journals/journal-of-legal-ethical-and-regulatory-issues-home.html>
- 3- USING BIG DATA ANALYTICS TO PREDICT, AND REDUCE CYBER CRIMES. Journal of Legal, Ethical and Regulatory Issues. <http://www.iaeme.com/ijmet/issues.asp?VType=10&IType=1&JType=IJMET&PageNumber=4>
- 4- PRIVACY, SECURITY AND LEGAL CHALLENGES IN BIG DATA International. Journal of Civil Engineering and Technology (IJCIET). <http://www.iaeme.com/ijciet/issues.asp?JType=IJCIET&VType=9&IType=13>

#### F- Dr. Ouarda's research on SDG (goals 3, 5, 6, 10, 12,13,14,15,16).

- 1- International and National Obligations to Protect from the Risks of Pharmaceutical Crime The Crime of Counterfeit Pharmaceutical Products in the COVID -19Crisis. Systematic Review Pharmacy, A multifaceted review journal in the field of pharmacy E-ISSN 0976-2779 P-ISSN 0975-8453 , Vol 11, Issue 2, Mar Apr, 2020, <http://sysrevpharm.org/fulltext/196-1592827117.pdf>
- 2- Impact of social networks in promoting the right of citizenship and intellectual moderation from the perspective of Islam ARTÍCULOS UTOPIA Y PRAXIS LATINOAMERICANA. AÑO: 24, n° EXTRA 6, 2019, pp. 171-178 REVISTA INTERNACIONAL DE FILOSOFÍA Y TEORÍA SOCIAL CESA-FCES-UNIVERSIDAD DEL ZULIA. MARACAIBO-VENEZUELA. ISSN 1315-5216 / ISSN-e: 2477-9555 <https://produccioncientificaluz.org/index.php/utopia/article/view/30148>
- 3- Political Rights of Women between the Empowerment of the Legal Text and the Marginalization of the Actual Reality: Case Study of Algerian Legislation and International Conventions. Sys Rev Pharm 2020; 11(3): 354 360 A multifaceted review journal in the field of pharmacy E-ISSN 0976-2779 P-ISSN



0975-8453. <http://www.sysrevpharm.org//fulltext/196-1584526044.pdf?1584962938>

- 4- International Liability for Pollution Damage in Outer Space Environment. I would like to inform you that the Journal is indexed in Scopus and please visit the link below; <https://www.scopus.com/sourceid/10300153374> WSEAS Transactions on Environment and Development, ISSN / E-ISSN: 1790-5079 / 2224-3496, Volume 16, 2020, Art. #15, pp. 149-157. <https://doi.org/10.37394/232015.2020.16.15>

G- Dr. Ouarda's research on SDG (goals 12,13,14,15,16).

title: "Exploring the Compensation Plans Under International Laws from Offshore Oil Facilities and Relationship between Oil Production, Trade and Carbon Emission: An Evidence from Global Economy" (accepted Jan 2020,published May 2020) International Journal of Energy Economics and Policy, 2020, 10(3), pg 265-273. DOI: <https://doi.org/10.32479/ijeep.9181>