



# Program Specification

<b>Program Name:</b> Marketing - MKT
<b>Qualification Level:</b> Bachelor – Level 7
<b>Department:</b> Marketing
<b>College:</b> College of Business
<b>Institution:</b> Dar Al Uloom University

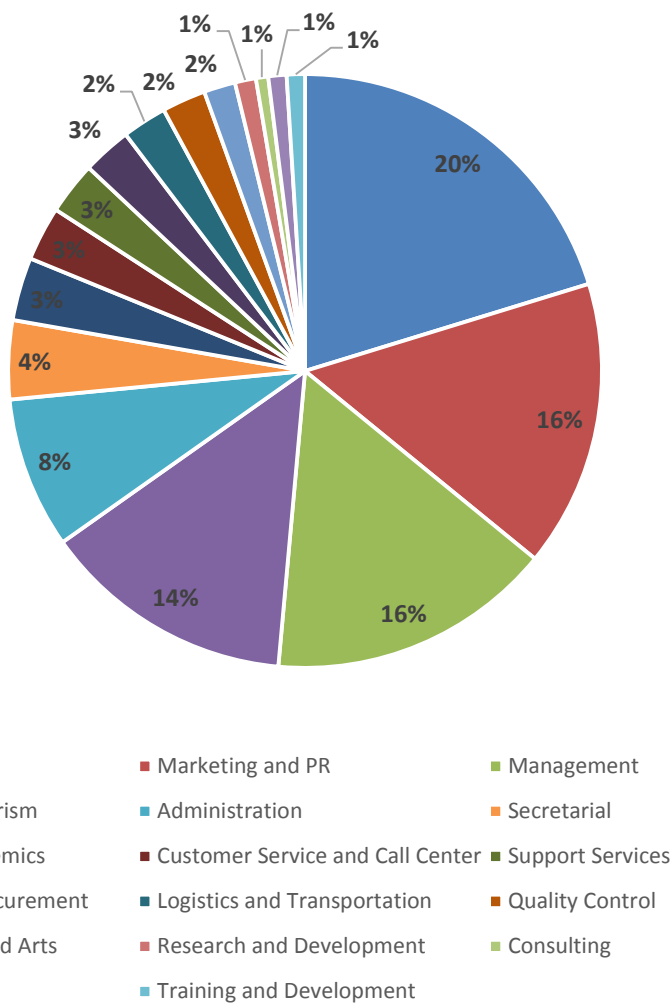
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## A. Program Identification and General Information

<b>1. Program Main Location:</b>
Dar Al Uloom University Exit 7 Riyadh
<b>2. Branches Offering the Program:</b>
NA
<b>3. Reasons for Establishing the Program:</b> (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
<ol style="list-style-type: none"><li>1. Meet the demand of the job market for managerial carriers and in particular in Marketing.</li><li>2. Contributing in achieving KSA 2030 vision.</li><li>3. Supporting KSA market by equipping COB - Marketing graduates with the required skills and knowledge learning outcomes.</li><li>4. KSA consider the biggest retail market in the region which in need to have qualified graduates to fill the unemployment gap in this critical sector.</li></ol> <p>In addition to the previous reasons, content analysis for the most powerful job offering in KSA named “bayt.com” to screen number of job opportunities needed during 2017/2018. The figure below shows the distribution of job opportunities in Saudi market including job opportunities related to the Marketing field.</p>

% of job opportunities in 2017



The Sales, Management, Marketing and Public relations job offers are the most frequent in the Saudi market with 20%, 14%, 16%, and 16% respectively of the offers. Then the Hospitality & tourism and the administration job offers which achieved 14%, 8%, and 4% of the offers.

These results reflect the potentials of job opportunities will be created due to KSA adoption of the 2030 vision and its initiatives which affecting all the economic, cultural, and technological advancement on creating new job opportunities for the Marketing graduates.

#### 4. Total Credit Hours for Completing the Program: (MARKETING)

137 credit hours

#### 5. Learning Hours:

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

2096 contact hours + 3424 self-learning = 5520 learning hours

$$(131*16)^1 + (14*3*16)^2 + (33*4*16)^3 + (8*5*16)^4$$

## 6. Professional Occupations/Jobs:

Marketing Program prepares the student for the following career path:

1. Marketing Manager.
2. Market Researcher.
3. Advertising and Media Officer.
4. Public Relations Officer.
5. Sales Representatives or Officer.
6. Media planner.
7. Entrepreneur.
8. Event Marketing planner.
9. In addition to the job opportunities offered by Ministry of Civil Services:
  - Supply Supervisor and Inspector
  - Supply Researcher and Specialist
  - Procurement Officer
  - Procurement Auditor
  - Procurement Researcher and Specialist
  - Tenders Auditor
  - Tenders Researcher and Specialist
  - Property and Real Estate Appraiser
  - Sales Officer
  - Sales and Marketing Researcher and Specialist
  - Commerce Inspector
  - Commerce Researcher and Specialist
  - Hotel inspector

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

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.		
2.		
3.		
4.		

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

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

<sup>1</sup> Contact hours

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

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

<sup>4</sup> Cooperative training

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

“Provide our marketing students with knowledge and practical applications through qualified faculties capable of encouraging students’ research production and community engagement through developing student’s entrepreneurship skills necessary for achieving 2030 KSA vision’.

### 2. Program Goals:

To achieve MKT Program mission, all aspects of MKT program and staff are dedicated to student success and program excellence through continuous improvement.

MKTPG1: Build-up students intellectually, morally, and socially for today's dynamic society to be active participants and leaders in the business community.

MKTPG 2: Adopt an appropriate teaching and learning resources that ensure quality of MKT education.

MKTPG 3: Encourage MKT student’s involvement in research production by attending workshops related to scientific research/ participation with faculty members researches.

MKTPG 4: Enhance the quality of the program to become in line with the national accreditation.

MKTPG 5: Encompass MKT students’ participation in community service and extra-curricular activities to develop their practical and professional skills and promote sense of social responsibility.

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

#### Correlation of COB and MKT program missions:

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

At the same time, **the mission of the MKT program is:** “Provide our **marketing students with knowledge** and practical applications through qualified faculties capable of encouraging **students’ research production** and **community engagement** through developing student’s **entrepreneurship skills** necessary for achieving 2030 KSA vision”.

These two missions are correlated in their aspects with:

COB Mission main key words	MKT program mission main key words
Business education	Marketing students with knowledge
Research	Research
Community service	Community service
Entrepreneurial skills	Entrepreneurial skills

### Correlation of COB and MKT program Goals and their related Objectives:

Strategic Area	COB Goals	MKT Department Goals	MKT program Goals
Organizational Development	<b>COB Goal 1:</b> Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities.	<b>MKT Department Goal 1:</b> Create a Positive organizational climate at the level of MKT department promoting sense of responsibility, integrity and transparency.	
Student Success	<b>COB Goal 2:</b> Engage in a holistic development of high-quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century.	<b>MKT Department Goal 2:</b> Build-up students intellectually, morally, and socially for today's dynamic society to be active participants and leaders in the business community.	<b>MKT program Goal 1:</b> Build-up students intellectually, morally, and socially for today's dynamic society to be active participants and leaders in the business community.
Educational Excellence	<b>COB Goal 3:</b> Deliver an excellent teaching and learning environment that ensures quality of business education at the COB.	<b>MKT Department Goal 3:</b> Adopt an appropriate teaching and learning resources that ensure quality of MKT education.	<b>MKT program Goal 2:</b> Adopt an appropriate teaching and learning resources that ensure quality of MKT education.
Advancing Scientific Researches and Creative Works	<b>COB Goal 4:</b> Disseminate notable and timely research to the academic, business, and governmental communities.	<b>MKT Department Goal 4:</b> Encourage MKT faculty members and their student's involvement in research production.	<b>MKT program Goal 4:</b> Encourage MKT student's involvement in research production by attending workshops related to scientific research/ participation with faculty members researches.
Accreditation	<b>COB Goal 5:</b> Enhance and ensure institutional quality assurance processes for accreditation.	<b>MKT Department Goal 5:</b> Enhance the quality of the program to become in line with the national accreditation	<b>MKT program Goal 3:</b> Enhance the quality of the program to become in line with the national accreditation
Expanding Engagement and Outreach	<b>COB Goal 7:</b> Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs.	<b>MKT Department Goal 6:</b> Build strong relationship with all MKT program stakeholders (employers, alumni, Community, and others) to enhance the marketing students experience.	<b>MKT program Goal 5:</b> Encompass MKT students' participation in community service and extra-curricular activities to develop their practical and professional skills and promote sense of social responsibility.

### 4. Graduate Attributes:

Marketing program aiming to achieve the following graduates' characteristics in line with the COB graduates' attributes (COB-Gas):

COB-GA	MKT- GA
Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions	Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions.
Recognize the provisional nature of functional areas of business and take this into account in investigating and proposing solutions to academic or professional issues	Recognize the provisional nature of Marketing and take this into account in investigating and proposing solutions to academic or professional issues.

Apply the theoretical insights and methods of inquiry from their business program of study in considering issues and problems in other contexts	Apply the theoretical knowledge and methods of inquiry from Marketing in considering issues and problems in other contexts.
Participate in activities to keep up to date with developments in their business field of study and continue to enhance their own knowledge and understanding;	Participate in scholar activities to keep up to date with developments in Marketing and continue to enhance their own knowledge and understanding.
Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments	Consistently demonstrate leadership and interpersonal skills, characterized by ethical behavior, in performing organizational activities.
Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.	Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society

### 5. Program learning Outcomes\*

#### Knowledge:

K1	Describe the impact of business environment and practices on marketing planning processes; and marketing strategies selection and its implementation and evaluation.
K2	Demonstrate Marketing knowledge required for developing effective marketing strategies.
K3	Discuss the implications of segmentation, targeting and positioning decisions on consumers/ competitors/ distributors.
K4	Recognize and demonstrate knowledge of marketing's new trends such as e-marketing, social media, event marketing.
K5	Possess technological, mathematical, accounting and financial knowledge used in the marketing decisions making.

#### Skills

S1	Recommend the type of research and needed data to evaluate different situations.
S2	Apply management techniques, quantitative analysis tools and problem-solving methodologies in response to the business needs of the organization.
S3	Evaluate different Marketing strategies and modes of entries and identify their impacts on marketing decisions locally and internationally.

#### Competence

C1	Demonstrate interpersonal skills necessary to be successful in a marketing department.
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<b>C2</b>	Exercise leadership in pursuit of innovative and practical solutions.
<b>C3</b>	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.
<b>C4</b>	Apply effective information technology, analytical, mathematical and/or statistical techniques for data analysis, critical thinking and problem solving.
<b>C5</b>	Communicate effectively both orally and in writing using the proper presentation forms, Islamic values, related language and reasoning appropriate for business situations.

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

## C. Curriculum

Bachelor of Marketing is a 137 credit-hour degree program designed to prepare students for career opportunities in marketing, selling, retailing, advertising, e-marketing, marketing research and branding. The study of marketing provides student with both general business knowledge and specialized marketing skills that help students to understand the role of marketing in private enterprises, marketing research methods and planning marketing strategies.

### 1. Curriculum Structure

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

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

## 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	CT1400	Computer Skills	Required	EFC	3	UPP
	MATH1100	Elementary Mathematics	Required	EFC	4	UPP
	ENGL1111	A2 Waystage Listening & Speaking I	Required	ENG002	3	UPP
	ENGL1112	A2 Waystage Grammar	Required	ENG003	2	UPP
	ENGL1113	A2 Waystage Reading & Writing I	Required	ENG 001 ENG 004	3	UPP
	ARAB1100	Arabic Language Writing	Required	EFC	2	UPP
	EPH 1500	Health and Physical Education	Required	EFC	1	UPP
Level 2	MATH1121	Business Mathematics I	Required	MATH 1100	3	FIN
	ARAB1103	Arabic Language Skills	Required	Arab1100	2	UPP
	SKL1450	University Skills	Required	EFC	3	UPP
	ENGL1121	B1 Threshold Listening and Speaking II	Required	ENG1111	3	UPP
	ENGL1122	B1 Threshold Integrated English Language	Required	ENG1112	2	UPP
	ENGL1123	B1 Threshold Reading and Writing II	Required	ENG1113	3	UPP
	ISLM1101	Islam and Society Building	Required	EFC	2	UPP
Level 3	ACCT1211	Principles of Accounting	Required	MATH1121 ENGL1123	3	FIN
	MGT1211	Principles of Management	Required	ENGL1121	3	HRM
	ECON1211	Principles of Microeconomics	Required	ENGL1121 MATH1121	3	FIN
	STAT1211	Business Statistics I	Required	MATH1121	3	FIN
	MKT1211	Principles of Marketing	Required	ENGL1123	3	MKT
Level 4	ACCT1221	Principles of Cost and Management Accounting	Required	ACCT 1211	3	ACCT
	ECON1221	Principles of Macroeconomics	Required	ECON 1211	3	FIN
	MKT1221	Sales Management	Required	MKT 1211	3	MKT
	MIS1221	Management Information Systems	Required	ENGL1122	3	MKT
	FIN1221	Principles of Finance	Required	ACCT1211 MATH1121	3	FIN
	STAT1221	Business Statistics II	Required	STAT1211	3	FIN
Level 5	SKL1451	Leadership & Teamwork	Required	SKL1450	2	UPP
	MGT2121	Organizational Behavior	Required	ENGL1123	3	HRM
	MGT1311	Operations Management	Required	MGT1211 STAT1221	3	MKT
	MKT1311	Retail Management	Required	MKT1221	3	MKT
	MKT1312	Services Marketing	Required	MKT1221	3	MKT
	MKT1313	E-Marketing	Required	MIS1221 MKT1221	3	MKT
Level 6	MKT1321	Consumer Behavior	Required	MKT 1312	3	MKT
	MKT1322	Integrated Marketing Communication	Required	MKT1311	3	MKT
	MKT1323	Social Media Marketing	Required	MKT1313	3	MKT
	MKT1324	Event Marketing	Required	MKT1312	3	MKT
		Elective	Elective	RP	3	Other Dept.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Summer semester	MKT1360	Co-operative Training	Summer Session		6	MKT
Level 7	MGT1411	Business Research Methods	Required	STAT1211 MGT1211	3	HRM
	MGT1412	Strategic Management	Required	MGT1311	3	HRM
	MGT1413	Business Law & Ethics	Required	MGT1311	3	HRM
	MKT1411	International Marketing	Required	MKT1323	3	MKT
		Elective	Elective	RP	3	Other Dept.
Level 8	MGT1421	Entrepreneurship	Required	MKT1211 MGT1211 FIN1221	3	MKT
	MKT1421	Marketing Strategy	Required	MGT1412	3	MKT
	MKT1422	Marketing Research	Required	MGT1411	3	MKT
		Elective	Elective	RP	3	MKT
		Elective	Elective	RP	3	MKT

\* Include additional levels if needed

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

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[Course specifications](#)

#### 4. Program learning Outcomes Mapping Matrix

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

PLO	K					S			C				
	K1	K2	K3	K4	K5	S1	S2	S3	C1	C2	C3	C4	C5
ARAB1100													I
ARAB1103													I
CT1400					I								
EPH1500													I
ENGL1111													I
ENGL1112													I
ENGL1113													I
ENGL1121													P
ENGL1122													P
ENGL1123													P
ISLM1101													I
MATH1100					I							I	
MATH1121					I							I	
SKL1450													I
SKL1451													I
ACCT1211					I							I	
ACCT1221					I							I	
ECON1211	I				I							I	
ECON1221	I				I							I	
STAT1211					I							I	I
STAT1221					I							I	I
FIN1221	I				I		I				I	I	
MKT1211/ MKT101	I*	I*	I				I	I*	I*		I*		I*
MIS1221		I		I	I*	I*	I					I*	I*
MGT1211	I							I				I	
MKT1221/ MKT210	I*		I	I*		I*	I*	I	I				I*
MKT1311/ MKT315	I	I*	I				I*	I*	I		I*		I
MKT1312/ MKT320	P*	P*	P				P	P		P*	P		P*
MKT1313/ MKT335	P	P	P	P		P*		P*	P	P	P*		
MGT1311 OM211	P				P*			P	P		P		P
MKT1321/ MKT340	P*	P*	P			P	P	P		P	P*		P
MKT1322/ MKT330		P	P*	P*			P*	P	P				P*
MKT1323		P	P	P			P	P*	P		P		P
MKT1324	P			P		P		P*	P		P*		P
MKT1360/ MKT351&352	M*	M*		M*		M*	M*		M*	M*		M*	M*
MGT1411	M	M	M			M	M	M	M	M		M	M
MGT1412	M	M					M	M	M	M	M		
MGT1413	M		M					M			M	M	M
MGT1421	M		M		M*		M	M		M	M	M	

MKT1411/ MKT420	M	M	M	M*		M	M	M*	M	M			M*
MKT1421/ MKT450	M		M*			M	M*		M*		M*	M*	
MKT1422/ MKT325	M*	M*				M*	M		M	M*		M	
Electives courses													
MKT1435		I	I			I	I			I	I		
MKT1436	I					I	I		I			I	
MKT1437		I		I		I		I	I				I
MKT1438	I	I		I		I		I	I			I	
PLO first time Target	68 %	68 %	78 %	73 %	68 %	68 %	68 %	69 %	73 %	80 %	66 %	73 %	66%

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

\*\* Value of (I = 50%, P = 70%, M = 85%) in the beginning of the implementation based on the MKT Council decision.

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

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

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

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

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

Teaching and learning strategies are student-centered and encourage active learning. The integrated curriculum, which adopted by MKT program is a curriculum designed to positions students firmly at the center of their leaning.

The implication of adopting this approach of teaching and learning include:

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

- Integrated curricular and extracurricular activities contribute to the achievement of the program learning outcomes.

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

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

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

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

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

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

COB adopts and consistently implements learning assessment policies and procedures which include the preparation and internal/external moderation of summative instruments of assessment and their model answers/marking schemes (COB/AC/04). All assessed work submitted for credits in courses are subject to a process of internal and external moderation. The policy extends to all modes of assessment; not just limited to the written midterm and final examinations only. Where assessed work is not in written form, every effort is exerted to apply some appropriate form of moderation, including review by external examiners.

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

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

Moreover, the instructors have sufficient time allocated weekly to make themselves available for student consultation or academic advising. The instructor's office-hours are posted for the information of the students. There is an assigned adviser for each of the students. The students and the instructors may continue to correspond through e-mails during the weekdays, as the need arises.

As for grade corrections, students may lodge their appeals via the Learning Management System where there exists is a special procedure for this purpose.

**Assessment methods used at COB-MKT:** Assessment Methods define the assessment instruments which are used.

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

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

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

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

The following table summarizes the assessment methods for the MKT-PLOs

#	Marketing Learning Outcomes Plan	Assessment Methods (Direct and Indirect)
Knowledge		
K1	Describe the impact of business environment and practices on marketing planning processes; and marketing strategies selection and its implementation and evaluation.	Direct:  Written test <ul style="list-style-type: none"><li>• True/False</li><li>• MCQs</li><li>• Essay questions</li></ul>
K2	Demonstrate Marketing knowledge required for developing effective marketing strategies.	
K3	Discuss the implications of segmentation, targeting and positioning decisions on consumers/ competitors/ distributors.	
K4	Recognize and demonstrate knowledge of marketing’s new trends such as e-marketing, social media, event marketing.	
K5	Possess technological, mathematical, accounting and financial knowledge used in the marketing decisions making.	
Skills		
S1	Recommend the type of research and needed data to evaluate different situations.	Direct:  Written test <ul style="list-style-type: none"><li>• Essay questions</li></ul>
S2	Apply management techniques, quantitative analysis tools and problem-solving methodologies	



	in response to the business needs of the organization.	Indirect <ul style="list-style-type: none"><li>• Case study analysis</li><li>• Experiential Model (COOP)</li></ul>
S3	Evaluate different Marketing strategies and modes of entries and identify their impacts on marketing decisions locally and internationally.	
Competence		
C1	Demonstrate interpersonal skills necessary to be successful in a marketing department.	<ul style="list-style-type: none"><li>- Assignment (Essays - Reports)</li><li>- Project Presentations (Rubric)</li><li>- Projects Discussions (individual and Group work)</li><li>- COOP:<ul style="list-style-type: none"><li>- Field mentor evaluation.</li><li>- Field visit report</li><li>- Final report writing</li><li>- Field mentor evaluation</li></ul></li></ul>
C2	Exercise leadership in pursuit of innovative and practical solutions.	
C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.	
C4	Apply effective information technology, analytical, mathematical and/or statistical techniques for data analysis, critical thinking and problem solving.	
C5	Communicate effectively both orally and in writing using the proper presentation forms, Islamic values, related language and reasoning appropriate for business situations.	

## D. Student Admission and Support:

### 1. Student Admission Requirements

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

- The original version of the general secondary certificate or its equivalent from inside or outside the Kingdom
- Certificate of good conduct from high school / graduate before 1432/1431
- Certificate of general-merit-test from the Ministry of Education "printing from Qiyas site."
- achievement test result" of printed Qiyas site"
- A copy of the personal identity or family or passport or residency card.
- approval of the Guardian, revealing fitness" printed with the application form from the site"

Acceptance 3000 SR non-refundable fees" paid either by the university payment points (only Saudi Arabia network card" , or a certified check on behalf of the House Science of Education in a company or deposit or transfer University calculates "

#### **Tuition:**

- Admission fees 3000 SR Saudi non-refundable



- The value of one hour is 2450 SR” the minimum hours for students to register is 12 hours and 20 hours the highest per class.

### **Scholarships**

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

Scholarships will be given to the top 10 admitted students in each of the colleges of architecture, digital design, business administration and law, provided that the student has a weighted average of at least 80% (30% secondary + 30% abilities + 40% achievement) and as long as student maintain a cumulative GPA of not less than 3.50.

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

This scholarship also includes admitted students if theirs cumulative GPA is not less than 3.25 for bachelor students and 3.50 for masters' students.

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

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

The student should meet the conditions of university admission.

It shall be available to all students enrolled in the university, male and female students, Saudis and non-Saudis.

The scholarship does not include tuition fees for the summer semester.

The scholarship will not cover course withdrawals with grade (W) or course failure as the student will have to re-register for the course(s) in full tuition fees.

None of these grants may be combined with any other grant from any other establishments.

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

- COB student Handbook is available on the DAU website.
- Conducting an orientation session with coordination with other DAU departments (UPP, IT, and other COB departments).
- COB Student Council give the brief orientation about the courses/ Program.
- Assigned academic advisor for each student.

### **3. Student Counseling Services**

(academic, career, psychological and social)

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

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

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

(For further details, in academic advising handbook)

### **Student Information System (SIS)**

SIS is used for all online activities starting from Application, admission, registration, fee payment, grades and transcript. Students and academic advisors are provided with credentials to log in to SIS.

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

For further details on SIS, please refer to SIS Manual.

### **Office Hours**

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

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

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

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

<http://www.dau.edu.sa/en/studentrights>

### **Cooperative Training Advising**

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

- Ensure a timely start and end of the training program for each coop student.

- Guide the student in writing and compiling the final coop report in a professional format.
  - Review the progress reports (A-5) prepared by the students and send feedback to them within a week of submission.
  - At least two field visits should the COOP advisor execute during COOP students training.
  - Ensure student provides the COOP advisor with all the necessary forms in a timely manner.
  - Submit grades, four progress reports and the final report to the coop committee.
  - Attend and evaluate the student's presentation.
- (please refer to the Cooperative Training Program Guidelines)

#### 4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

##### 1. Disabled Students:

For physically challenged student all the entrance of DAU campus have ramp and elevators and special parking areas.

##### 2. Gifted and Talented Students:

Gifted and talented are explored continuously and engaged in leading various extracurricular activities in order to enhance their leadership skills.

##### 3. Low Achieving Students:

- For the low level of English language skills UPP providing different levels for studying English according to the discrepancies in different levels which will help the students to prepare for their main courses.
- Potential low achievers are identified through E-register (Academic System) and teaching faculty. Then, they are provided with further tutorial sessions that can help them catch up with their peers.

### E. Teaching and Administrative Staff

#### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Management	Marketing	Recommended English / Arabic speakers	1	1	2
Associate Professors	-	-	-	-	-	-
Assistant Professors	Management	Marketing	Recommended English / Arabic speakers	2	2	6
		MIS		1	1	
Lecturers	Management	Marketing	Recommended English / Arabic speakers	-	1	1
Teaching Assistants	-	-	-	-	-	-

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

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

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

#### Orientation and Adaptation program:

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

### 2.2 Professional Development for Teaching Staff

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

- Identify the training needs of faculty members based on their evaluation.
- Peer consultation in teaching is conducted over the academic year for the faculty.
- Attending the workshops organized by the DAU quality culture unit.
- Launch of research projects and academic conferences.
- Organizing an internal workshop for various aspects of academic development

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

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

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

- Course coordinator recommends the textbook and other references
- Relevant form is provided to faculty members.

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

## **2. Facilities and Equipment**

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

Classrooms with Data shows  
Computer lab  
University library  
Gym  
Food court  
Swimming pool  
Mosque

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

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

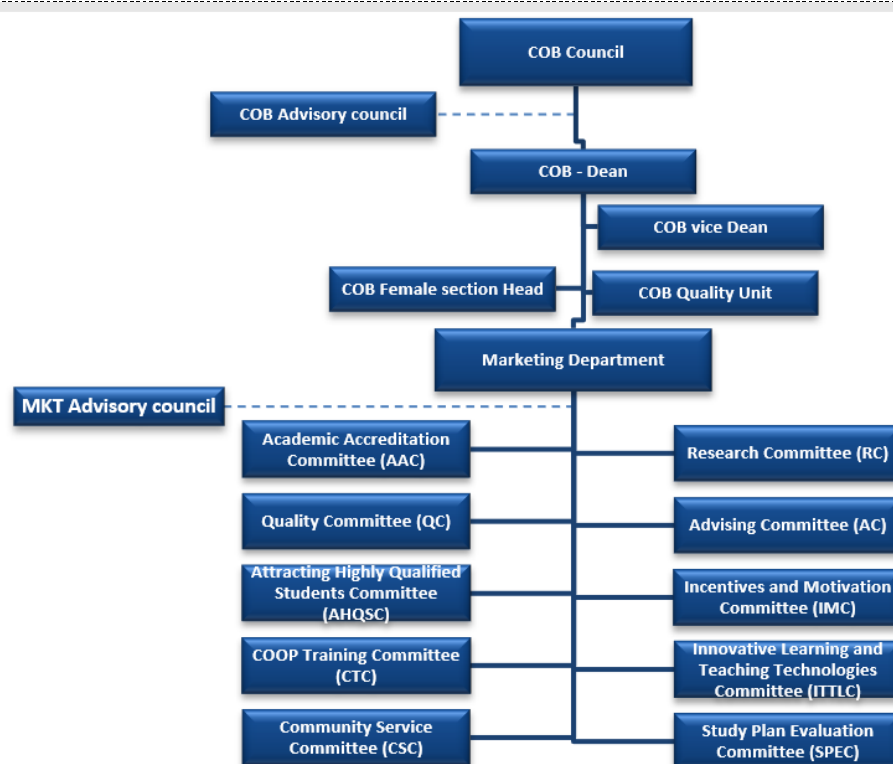
## **G. Program Management and Regulations**

### **1. Program Management**

#### **1.1 Program Structure**

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

The MKT Department Council is the major decision-making body, assisted by the COB Quality Unit, and approved by the COB council. It is composed of the Head, Department committees, and faculty members. Many operational aspects of the MKT Department are centralized and funded at the COB level.



In addition to the Department council, several committees were formulated to achieve the department strategic plan. Below table represents the Marketing department committees:

N	Committee	Shortcut	Responsibilities	Coordinator	Members
1	Academic Accreditation Committee	AAC	- Supervising the quality process in the department. - Preparing SSR for accreditation.	Dr. Farah Mahfooz	Dr. Houcien Chatti
2	Quality Committee	QC	- Dissemination of quality culture. - Improving academic performance in accordance with Faculty and University strategic plans. - Supporting the MKT program to achieve.	Dr. Farah Mahfooz	Dr. Houcien Chatti Ms. Manal Alhumoud
4	COOP Training Committee	CTC	Directing students on cooperative training program	Dr. Evan Asfora	Dr. Farah Mahfooz Mr. Mohamed Elbani

5	Community Service Committee	CSC	- Develop and manage the community service initiatives. - Host various community service events throughout the year. - Establish and maintain relationship with alumni and serve as main point of contact.	Mrs.Manal Alhumod	
6	Research Committee	RC	- Development of strategies to assist the Department in meeting its research objectives.	Prof.Mohamed Nabil	Dr. Evan Asfora
7	Advising Committee	AC	Support academic advising as part of the teaching mission of the Department and the teaching role of faculty.	Mrs.Manal Alhumod	Dr. Farah Mahfooz
8	Incentives and Motivation Committee	IMC	Address issues relating to recruitment, retention, training & development, rewards, and job satisfaction of faculty. Advise the COB Council on best practices to manage academic staff.	Dr. Houcien Chatti	Dr. Farah Mahfooz
9	Innovative Learning and Teaching Technologies Committee	ILTTC	Identify learning resource needs of the COB Departments and help ensure the Learning Resource Division's responsiveness to those needs. Implement innovative learning and teaching technologies	Dr. Farah Mahfooz	Dr. Houcien Chatti

## 1.2 Stakeholders Involvement

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

- i. Centralized COB Advisory Board and Marketing program advisory council at least once a year discuss the major important issues related to:
  - a. Marketing program annual strategic action plan accomplishment report.
  - b. Program Learning outcomes development.
  - c. Graduates employment opportunities.
- ii. Centralized COB Students council, two Marketing students (one male student and one female student) participating in the COB student's council to discuss openly their and other students' issues. This help to build an effective channel of communication between the management and the Marketing students.



## **2. Program Regulations**

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

[DAU Policies](#)

[COB Quality Manual](#)

## **H. Program Quality Assurance**

### **1. Program Quality Assurance System**

Provide online link to quality assurance manual

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

### **2. Program Quality Monitoring Procedures**

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

[COB Quality Manual](#)

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

As mentioned in section (C) of this document - **Curriculum Structure:-**

The Marketing curriculum consist of the following structure

1. University Requirements consisting of 35 credit-hour.
2. College (COB) Requirements consisting of 33 credit-hour.
3. Major Requirements totaling 45 credit-hour, 39 credit-hour as Core Requirements, and 6 credit-hour as Elective Requirements.
4. Requirements from Other Programs totaling 24 credit-hour, 18 credit-hour as Core Requirements, and 6 credit-hour as Elective Requirements.

To monitor quality of courses taught by other departments; all these courses are mapped with the Marketing program learning outcomes to be assessed and ensure its achievements.

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

For each course we have course coordinators who coordinate with faculties throughout the semester who are teaching same course in different sections for the uniformity in teaching and assessment strategies.



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

None

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

#	Marketing Learning Outcomes Plan	Assessment Methods (Direct and Indirect)	Date of assessment
<b>Knowledge</b>			
K1	Describe the impact of business environment and practices on marketing planning processes; and marketing strategies selection and its implementation and evaluation.	Direct	2019/2020
K2	Demonstrate Marketing knowledge required for developing effective marketing strategies.	Direct	
K3	Discuss the implications of segmentation, targeting and positioning decisions on consumers/ competitors/ distributors.	Direct	2020/2021
K4	Recognize and demonstrate knowledge of marketing's new trends such as e-marketing, social media, event marketing.	Direct	2021/2022
K5	Possess technological, mathematical, accounting and financial knowledge used in the marketing decisions making.	Direct	2022/2023
<b>Skills</b>			
S1	Recommend the type of research and needed data to evaluate different situations.	Direct	2020/2021
S2	Apply management techniques, quantitative analysis tools and problem-solving methodologies in response to the business needs of the organization.	Direct	2021/2022
S3	Evaluate different Marketing strategies and modes of entries and identify their impacts on marketing decisions locally and internationally.	Direct	2022/2023
<b>Competence</b>			
C1	Demonstrate interpersonal skills necessary to be successful in a marketing department.	- Direct	2019/2020

C2	Exercise leadership in pursuit of innovative and practical solutions.	-Experiential Model (COOP)	2020/2021
C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.	Direct	
C4	Apply effective information technology, analytical, mathematical and/or statistical techniques for data analysis, critical thinking and problem solving.	- Direct	2021/2022
C5	Communicate effectively both orally and in writing using the proper presentation forms, Islamic values, related language and reasoning appropriate for business situations.	-Experiential Model (COOP)	2022/2023

The previous Marketing PLO assessment plan (2019-2023) will be assessed annually and the results and improvement plans will appear in the Marketing program report.

## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
1. Effectiveness of teaching	Head of the department	Class observation.	Each faculty member will be assessed once every two years
	Students exam results	Grade distribution	End of each semester
	Course reports	CLOs Assessment	End of each semester
	Annual Program Report	PLOs assessment	End of academic year
	Students	Survey	End of each semester.
2. Evaluation of the courses	Alumni/Alumnae	Survey	End of academic year
	Students	Survey	Course evaluation by the end of each semester.
	External reviewer	Evaluation Report	End of academic year
3. Advice and support	Internal reviewer	Evaluation Report	End of academic year
	Students	Surveys	End of academic year
4. Evaluation of the MKT program	Teaching staff		
	Students	Surveys	End of each semester.
	Alumni/Alumnae	Surveys	End of academic year
5. Evaluation of resources and facilities	External reviewer	Evaluation Report	Every 4 years
	Students		End of each semester.
	Teaching staff	Surveys	End of academic year
	Administrative staff	Surveys	End of academic year
6. Faculty evaluation about research	Alumni/Alumnae	Surveys	End of academic year
7. Skills of MKT graduates	Teaching staff	Survey	End of academic year
	Employers	Survey	End of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
8. Authorities and Administration	Administrative staff	Survey	End of academic year
9. Management of quality assurance and improvement	Administrative staff	Survey	End of academic year
10. Work environment	Administrative staff Teaching staff	Surveys	End of academic year
11. Overall quality of the MKT program	All aspects, teaching, surveys, review, etc.	KPIs	End of academic year

## I. Program KPIs\*

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

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
Standard #1 Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	100%	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.	At the end of the academic year
	KPI-P-02	Students' Evaluation of quality of learning experience in the program.	4.00	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	At the end of the academic year
	KPI-P-03	Students' evaluation of the quality of the courses.	4.00	Average students overall rating for the quality of courses on a five-point scale in an annual survey.	At the end of the academic year
Standard #3 Teaching and Learning	KPI-P-04	Completion rate.	30%	Proportion of undergraduate students who completed the program in minimum time in each cohort.	At the end of the academic year
	KPI-P-05	First-year students' retention rate.	100%	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.	At the end of the academic year
	KPI-P-06	Students' performance in the professional and/or national examinations.	NA	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any).	NA
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs.	a.75%	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.	At the end of the academic year
			b.25%		

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	<b>KPI-P-08</b>	Average number of students in the class.	25	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session).	At the end of the academic year
<b>Standard #4 Students</b>	<b>KPI-P-09</b>	Employers' evaluation of the program graduates proficiency.	4.5	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.	At the end of the academic year
	<b>KPI-P-10</b>	Students' satisfaction with the offered services.	4.00	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising ...) on a five-point scale in an annual survey.	At the end of the academic year
<b>Standard #5 Teaching Staff</b>	<b>KPI-P-11</b>	Ratio of students to teaching staff.	<25:1	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program.	At the end of the academic year
	<b>KPI-P-12</b>	Percentage of teaching staff distribution.	Prof. 22%	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking.	At the end of the academic year
			Asso P 0%		
			Assi P 67%		
			Lect. 11%		
	<b>KPI-P-13</b>	Proportion of teaching staff leaving the program.	<5%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	At the end of the academic year
	<b>KPI-P-14</b>	Percentage of publications of faculty members.	70%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	At the end of the academic year
	<b>KPI-P-15</b>	Rate of published research per faculty member.	1.5	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).	At the end of the academic year
	<b>KPI-P-16</b>	Citations rate in refereed journals per faculty member.	3:1	The average number of citations in refereed journals from published research per faculty member in the program (Total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).	At the end of the academic year

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
<b>Standard #6</b> <b>Learning Resources, Facilities, and Equipment</b>	<b>KPI-P-17</b>	Satisfaction of beneficiaries with the learning resources.	4	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey).	At the end of the academic year

### **I. Specification Approval Data**

<b>Council / Committee</b>	MARKETING DEPARTMENT COUCIL
<b>Reference No.</b>	MKT COUNCIL NO.1
<b>Date</b>	25th of August 2020

