



College of Business Administration

Program Specification

Bachelor of Business Administration in Digital Marketing

September 2023

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1. INTRODUCTION

The 'Digital Marketing' program is a newly developed specialization within the Bachelor of Business Administration degree of the College of Business Administration at Umm Al Quwain University. It focuses on all aspects of marketing, advertising, communications and public relations in a digital business context. In doing so, the program will complement UAQU's existing business degree programs in Finance & Banking, Accounting and Human Resource Management, as well as its newly designed specialization in Business Information Systems.

In the following, this brochure explains all program goals, contents, learning outcomes, course offerings, and study plans.

1.1 Degree and Program Goals

The College of Business Administration of Umm Al Quwain University strives to offer educational programs that equip the bright young minds of our students with the skill and knowledge for a long, successful and prosperous career in all areas of business administration. Specifically, we formulate five goals that are the backdrop to all our course-, program- and degree offerings:

1. Knowledge: Obtain in-depth knowledge on all matters of business administration in general, the respective area of specialization in particular, as well as basic economics.
2. Skill: Build a 'tool box' of specialized and applied state-of-the-art methods and techniques that are used in modern-day companies to tackle and solve problems in any area of business administration.
3. Quantitative Reasoning: Be equipped with a sound understanding of quantitative methods and their applications in all areas of business administration.
4. Critical Thinking and the 'Entrepreneurial' Mindset: Develop a reflective and critical way of thinking, and learn how to apply an entrepreneurial and 'disruptive' mindset to derive new and innovative value-creating solutions in any business-related context.
5. The Future Economy: Be introduced to Digitalization and Sustainability in every area of business administration, and understand solutions to the challenges faced by companies in their quest to successfully transition into the future-based economy.

We pursue goals 1-3 to equip our students with the 'tool box' of technical knowledge and skill, required for whatever career they choose in business or economics. Goals 4 and 5, in turn, are the 'values' that we want to instill in our students, in addition to the technical skill and knowledge. These values are crucial to our educational programs. They expand students' knowledge horizons by emphasizing innovative thinking, entrepreneurial mindsets or 'spirits' in approaching problem solving, and the important aspects of the 'future-based economy', that is, digital transformation and sustainability. We believe that particularly the latter aspect is paramount to a holistic business education.

Based on these College-wide core goals, we establish the goals of the Digital Marketing program as follows:

1. Knowledge: Obtain a detailed understanding of the underlying concepts in all areas of modern digital marketing, especially in comparison to 'classic' marketing tools, and become well-versed in all realms of the broader marketing spectrum such as, but not limited to, advertising and public relations.
2. Skill: Develop state-of-the-art know-how to develop marketing campaigns across all digital platforms and media channels, and the skill to use the whole spectrum of tools that digital marketing, sales, communication and advertising platforms have to offer.
3. Quantitative Reasoning: Be able to compile, read, and analyze Key Performance Indicators of (digital) marketing, in order to evaluate the effectiveness of marketing campaigns, and use those evaluations to support smart and long-term value creating business decisions.
4. Innovation & Entrepreneurship: Learn to use Digital Marketing tools in an entrepreneurial context, to support the start and growth of young startup businesses, and develop the skill to create innovative marketing solutions for new or unique products, services or businesses.
5. The Future Economy: Understand, and find solutions to, the current and future challenges for marketing in a digital and sustainable context, a major part of which are ethical considerations addressing the question of how to use marketing strategies for the pursuit of goals that create sustainable welfare in the long-run.

Jointly, our curriculum addresses these five goals. Early core courses will lay the theoretic knowledge foundation, more advanced courses will focus on skill and quantitative reasoning, and our electives allow students to find their 'niche' they want to specialize in. Across all courses in the curriculum, we place emphasis on Goal 4 and 5. To name but a few examples: One course is specifically designed to address 'Entrepreneurial Marketing' (MKT 305), while the introductory 'Marketing Management' (MKT 291) emphasis marketing for sustainable consumption and the avoidance of overconsumption in the light of Target 12.1 of the UN Sustainable Development Goal 12.

As these goals show, we aim at educating future digital marketing specialists that are highly skilled and well-versed in all areas of online marketing. Our graduates will be able to use different online platforms for their desired purposes, learn how to communicate and sell digitally, understand state-of-the-art KPIs to measure the effectiveness of the campaigns they build, and be able to transform and adapt 'classic' marketing for the digital age. Upon completion of their studies, graduates can pursue a variety of careers based on their interests or strengths in the field. These can be roles in the marketing departments of corporations, marketing or PR specialists in agencies, marketers/retailers in the e-commerce realm, or founding roles in startups with a marketing-centric business- or growth model.

In the following, we elaborate more on the learning outcomes, curriculum structure, study plan, as well as course overviews and -descriptions.

1.2 Program Learning Outcomes

Based on the overarching goals of the College of Business Administration and the more specific goals of the Digital Marketing program, we formulate a variety of specific learning outcomes for the Digital Marketing program. In lines with Standards of the UAE Ministry of Education, the UAE Commission For Academic Accreditation (CAA), and the 'QFEmirates' degree qualification framework, these outcomes are grouped into the three categories of 'Knowledge', 'Skill', and 'Competence. The program and its curriculum aim at addressing all of these outcomes equally, to ensure that students, upon successful completion of the program, have achieved every single outcome to the highest degree. As indicated in the right-most column 'Coverage', our curriculum addresses each the program learning outcomes fairly equally, and therefore ensures a balanced education across all desired learning outcomes.

Program Learning Outcomes (PLOs)

At the end of the BBADM program, students will be able to:

Category	PLO	Description	Coverage		
			CLOs ¹	Courses ²	
Knowledge	A.1	Understand the broad principles, concepts, and strategies that underpin digital marketing, including its role within the broader marketing landscape.	13	11	
	A.2	Demonstrate a comprehensive expertise across a wide range of digital marketing channels, including social media, content marketing, search engine optimization, paid advertising, email marketing, mobile marketing, and emerging technologies.	14	11	
	A.3	Understand the future challenges the digital marketing industry faces, in particular those brought by advancements in Artificial Intelligence, Digitalization, Sustainability, and ESG principles.	7	6	
Skills	B.1	Critically analyze and interpret data and metrics from digital marketing campaigns, to make data-driven decisions and optimize marketing efforts for better results.	16	13	
	B.2	Apply state-of-the-art and contemporary digital marketing tools, platforms and technologies, to effectively execute and manage digital marketing campaigns.	16	13	
Competence	A&R	C.1	Develop and justify the innovative use of contemporary/advanced digital marketing strategies individually or in a group context with no or minimal supervision to address unfamiliar and complex marketing problems.	11	10
	Role in Context	C.2.1	Assess the effectiveness of digital marketing concepts across different local and international markets and consumer groups, and build successful marketing concepts based on this judgment.	11	6
		C.2.2	Apply advanced digital marketing tools in an entrepreneurial context, and understand the importance of technological advancements for marketing strategies in the digital age.	5	5
	Self-Development	C.3	Critically reflect on the standards of ethical marketing, and how the marketing industry has to evolve in order to tackle challenges brought on by sustainability and ESG considerations, and to eradicate unethical marketing.	11	11

¹ Indicates total number of CLOs (across all courses) covering each respective PLO

² Indicates total number of courses covering each respective PLO

2. PROGRAM STRUCTURE

To successfully graduate with a bachelor degree in Business Administration in the specialization of Digital Marketing from UAQU, students have to complete a variety of different course 'categories'. First, there are 'General Education' requirements which are compulsory for all students at UAQU, irrespective of their College of program specialization. These comprise 10 courses (3 credit hours each), of which 8 are compulsory and two are electives. Second, there are 'Business Requirement' courses which are compulsory for all students at the College of Business Administration, irrespective of the major or program specification they are enrolled in. These are a total of 20 courses, 18 of which are compulsory and two are electives. Finally, students in the Digital Marketing program have to complete the so-called 'Major Requirement' which comprises only Digital Marketing courses and is therefore only compulsory for students enrolled in the Digital Marketing program. These are 9 compulsory courses all Digital Marketing students have to take, and 2 more electives from the Digital Marketing subject area. Totally, students have completed 41 separate courses across the different categories (123 credit hours) upon graduation.

	Compulsory		Electives		Free Electives		Total	
	Credit Hours	Courses	Credit Hours	Courses	Credit Hours	Courses	Credit Hours	Courses
General Education Requirement (GED)	24	8	6	2	-	-	30	10
Business Requirement	54	18	-	-	6	2	60	20
Major Requirement	27	9	6	2	-	-	33	11
Total Credit Hours	105	35	12	4	6	2	123	41

2.1 General Education Requirements

The General Education Requirement ('GED') courses lay a basic foundation of university studies for all students at UAQU, irrespective of their college or subject area specialization. Purposes is to provide students with basic academic skills and knowledge required for all future careers in a wide

field of study. Some of those are directly career-related ('Block 1'), such as English language skills in a professional context, others ('Block 2') are *Studium Generale* courses that introduce students to the local culture and heritage, or other scientific areas ('Block 3') such as psychology. An important part of the GED curriculum is the 'Innovation, Creativity and Entrepreneurship' course which, early on in the studies, introduces students to an entrepreneurial mindset that helps foster a creative way of thinking to derive innovative solutions to a range of applied problem sets.

It is important to note that, out of 'Block 3', students only have to choose two courses out of the five offered courses. They either take GED 130 or 140, and take any one of the three GED 150, 160, or 180 courses.

Code	Type	Name	Prerequisite
Block 1			
CIT 100	Compulsory	Computer Concepts and Applications	-
ENG 101	Compulsory	Composition and Modern English I	-
ENG 102	Compulsory	Composition and Modern English II	ENG 101
MTH 100	Compulsory	College Algebra	-
IEC 111	Compulsory	Innovation, Creativity and Entrepreneurship	-
Block 2			
GED 100	Compulsory	Islamic Studies	-
GED 110	Compulsory	UAE Society	-
GED 120	Compulsory	Communication Skills in Arabic	-
Block 3			
GED 130	Choose 1 out of 2	Introduction to GIS	-
GED 140		Conceptual Physics	-
GED 150	Choose 1 out of 3	Critical Thinking	-
GED 160		Psychology in Everyday Life	-
GED 180		Human Behavior and Socialization	-

2.2 Business Core Requirements

The 'Business Core' requirements are compulsory for all students enrolled in the College of Business Administration, irrespective of their major or area of specialization. Purpose is for all students to have a solid foundation and background in general business knowledge, across all areas of business administration and economics. Students acquire foundational and advanced quantitative skills ('Block 1'), core knowledge in the main areas of business operations ('Block 2'),

basic knowledge in economics ('Block 3'), and advanced computer and communication skills ('Block 4'). Additionally, students have to take an internship as part of their studies, and pass the final applied 'Capstone' course of the program, both of which are designed to equip graduates with 'desk-readiness' upon graduation ('Block 5'). Lastly, students are required to take two so-called 'Free Elective' courses, that is, any course that is being offered outside the College of Business Administration. Purposes of these courses is to allow students to delve into subject areas such as Law or Mass Communications, to broaden their academic horizons or complete a course related to their core studies but delivered from a different angle. Examples could be courses in corporate law, or mass communication courses that closely tie in with certain Digital Marketing studies.

Code	Name	Prerequisite
Block 1		
MTH 120	Business Calculus	MTH 100
QM 241	Business Statistics I	MTH 100
QM 341	Business Statistics II	QM 241
BUS 360	Business Analytics	CIT 100, QM 241
BUS 380	Business Research Methods	QM 241
Block 2		
MKT 290	Principles of Marketing	-
MGT 271	Principles of Management	-
OBV 290	Organizational Behavior	MGT 271
LAW 231	Legal and Ethical Environment of Business	-
ACT 191	Principles of Accounting I	-
ACT 292	Principles of Accounting II	ACT 191
FIN 331	Managerial Finance	ACT 292
Block 3		
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	ECO 251
Block 4		
ENG 202	Business Communication	ENG 102
CIT 200	Introduction to Information Systems	CIT 100
Block 5		
BUS 390	Internship	90 CHs, ≥ 2.0 GPA
MGT 476	Strategic Management	Senior Standing
Block 6		
Free Choice	Free Elective I	-
Free Choice	Free Elective II	-

2.3 Major (Digital Marketing) Core Courses

The Digital Marketing core courses are listed below. All students enrolled in the Digital Marketing subject area specialization must complete them. Jointly, they cover all relevant areas of the area, and address all Program Learning Outcomes (PLOs), as introduced above.

Code	Name	Prerequisite
MKT 291	Marketing Management	MKT 290
MKT 292	Retailing and E-Commerce	CIT 200, MKT 290
MKT 293	Consumer Behavior in the International Environment	MKT 290
MKT 304	Marketing Data Analytics	BUS 380, CIT 200, MKT 290
MKT 305	Entrepreneurial Marketing	MKT 290
MKT 308	Public Relations in the Digital Age	MKT 290
MKT 404	Supply Chain & Logistics Management in E-Business	MKT 290
MKT 405	Digital Media Marketing	MKT 290
MKT 406	Strategic Brand Management	MKT 290

2.4 Major (Digital Marketing) Elective Courses

In addition to the 9 Digital Marketing core courses laid out in Part 2.3 above, students enrolled in the Digital Marketing program must complete 2 electives in the subject area. At UAQU, students can choose 2 out of the 5 courses offered below. Purposes is to allow students to pick-and-choose a specialized subject area within the realm of Digital Marketing, in line with their intellectual interest of desired career path.

Code	Name	Prerequisite
MKT 360	International Marketing Dynamics	MKT 290
MKT 370	Managing Digital Platforms	MKT 290
MKT 410	Current Trends in Digital Business and Marketing	MKT 290
MKT 415	Branded Content Marketing	MKT 290
MKT 420	Digital Luxury Brand Marketing	MKT 290

3. STUDY PLAN

At the College of Business Administration, we guide students through their programs via a fixed semester study plan that all students must follow. In doing so, UAQU's College of Business Administration differs slightly from other Colleges and Universities in the region that allow students a more 'loose' compilation of their courses across the semesters. We believe this is not ideal, and therefore pursue a more 'High School'-type structure to the curriculum.

Purpose of this strategy is threefold. First, following the fixed study plan guarantees that students can graduate 'on time' within the pre-designated 8-semester study period without having to worry about graduation delays due to, for example, erroneous course selections and/or missing credit hours. Second, it ensures that students are exposed to knowledge gradually and in the correct order. We at UAQU like to envision the study plan like building a knowledge 'house' for students: the knowledge basement has to be built first, so that the higher and more advanced knowledge 'floors' have a solid foundation to rest on. To accomplish that, we carefully lay out the correct order of courses for all students, and ensure that certain courses are completed before others – that build on that foundation – are introduced. Third, a positive side effect of this fixed study plan is the communal and social learning environment that it creates amongst students, as students that start their studies in the same intake or 'cohort' will go through their study plan jointly, and can therefore support each other better in their studies. Part of that is also that students in any given course have a rather homogenous skill set, which lets lecturers tailor the contents to whatever foundational knowledge all course participants have acquired prior to taking the course. This avoids going 'too slow' for students with more advanced knowledge, or going 'too fast' for students with less advanced knowledge.

The study plan we propose for our students is shown in the table below.

3.1 First Year

The first year lays the foundation of knowledge, with students taking a variety of General Education courses, as well as the first introductory courses to Business Administration. The knowledge of all those early courses is paramount for the deeper understanding of later courses, and must therefore be established early. Goal is for students to have completed the ten courses as indicated in the study plan table below. Should students wish to cut back on the 5/5 course load in the first year, we only allow for the General Education classes GED 100 or GED 130/140 to

be cut. Students that wish to increase the course load can take LAW 231 from the second year already in the first year. It is important to note that all students must complete the following courses to be admitted into Year 2: MGT 271, (ii) ECO 251, (iii) ACT 191, (iv) CIT 100, (v) IEC 111, (vi) MTH 100, (vii) ENG 101.

3.2 Second Year

The second year places a heavier emphasis on the Business Core courses, to deepen students knowledge in this area. Students also have to complete the GED requirements and take the first of the two free electives of their choice. Particularly the completion of the GED courses is important, to ensure that students have sufficient capacity to predominantly focus their attention on the major courses in Years 3 and 4. Should students have opted not to take the designated-for-drop GED courses from the study plan in Year 1 (GED 100, GED 130/140), these must be completed by the end of Year 2. Furthermore, to be able to be admitted into Year 3, students must complete the following courses at the end of year 2: (i) GED 150/160/180, (ii) GED 130/140, (iii) QM 241, (iv) ENG 102, (v) ACT 292, (vi) CIT 200, (v) MKT 290. These courses are of particular importance as they are requirements for subsequent courses taken in Years 3 and 4. Not completing them by the end of Year 2 will lead to disruptions in the study plan, and prevent students from graduation within 8 semesters 'on time'.

3.3 Third Year

In the third year, students taken the most advanced Business Core courses, and begin taking the first courses from their respective majors. In Digital Marketing, this is Marketing Management (MKT 291), Retailing and E-Commerce (MKT 292), as well as Consumer Behavior in the International Environment (MKT 293). These are foundational courses students need to be exposed to early in their Digital Marketing studies, as a basis for further and more technical/detailed courses later. Also, we let students choose their first Digital Marketing elective, to indulge in whatever sub-area within Digital Marketing they are most interested in. This is particularly important as students take the Internship early in the fourth year (as explained below), and should therefore be able to 'specialize' in Semester 6 as the basis for their desired field/industry/area of Internship.

3.4 Fourth Year

The fourth year is students' last year of study. All remaining core courses in their subject area are taken, along with the Capstone business course, and all remaining electives. While students are only required to take two electives in their subject area, we plan on including four electives in their study plan. This ensures that students can either gain insights into more sub-areas in the field of Digital Marketing, or improve their GPA by picking-and-choosing their best two of the four (or even five, depending on choice) electives they take.

Fixed Semester Study Plan

1 st Year	1 st Semester		1	BBA	Core	ACT 191	Principles of Accounting I	-
			2	GED		CIT 100	Computer Concepts and Applications	-
			3	GED		ENG 101	Composition and Modern English I	-
			4	GED		MTH 100	College Algebra	-
			5	GED		GED 100	Islamic Studies ¹	-
	2 nd Semester		1	BBA	Core	ECO 251	Principles of Microeconomics	-
			2	BBA	Core	MGT 271	Principles of Management	-
			3	GED		IEC 111	Innovation, Creativity and Entrepreneurship	-
			4	GED		GED 120	Communication Skills in Arabic	-
			5	GED		GED 130/140	1 st GED Elective ¹	-

Courses that must be taken before year 2: (i) MGT 271, (ii) ECO 251, (iii) ACT 191, (iv) CIT 100, (v) IEC 111, (vi) MTH 100, (vii) ENG 101

2 nd Year	3 rd Semester		1	BBA	Core	MKT 290	Principles of Marketing	MGT 271
			2	BBA	Core	ACT 292	Principles of Accounting II	ACT 191
			3	BBA	Core	CIT 200	Introduction to Information Systems	CIT 100
			4	BBA	Core	MTH 120	Business Calculus	MTH 100
			5	BBA	Core		Free Elective (1 out of 2)	-
			6	GED		ENG 102	Composition and Modern English II	ENG 101
	4 th Semester		1	BBA	Core	LAW 231	Legal and Ethical Environment of Business ²	-
			2	BBA	Core	ECO 252	Principles of Macroeconomics	ECO 251
			3	BBA	Core	QM 241	Business Statistics I	MTH 100
			4	GED		GED 110	UAE Society	-
		5	GED		GED 150/160/180	2 nd GED Elective	-	

Courses that MUST be taken before year 3: (i) GED 150/160/180, (ii) GED 130/140, (iii) QM 241, (iv) ENG 102, (v) ACT 292, (vi) CIT 200, (v) MKT 290

¹ Only possible drop to reduce course load.

² Can be taken in first year to increase course.

3rd Year	5th Semester	1	BBA	Core	FIN 331	Managerial Finance	ACT 292	
		2	BBA	Core	ENG 202	Business Communication	ENG 102	
		3	BBA	Core	QM 341	Business Statistics II	QM 241	
		4	BBA	Core	OBV 290	Organizational Behavior	MGT 271	
		5	BBA	Core		Free Elective (2 out of 2)		
	6th Semester	1	BBA	Core	BUS 360	Business Analytics	CIT 100, QM 241	
		2	DM	Core	MKT 291	Marketing Management	MKT 290	
		3	DM	Core	MKT 292	Retailing and E-Commerce	CIT 200, MKT 290	
		4	DM	Core	MKT 293	Consumer Behavior in the Int'l Environment	MKT 290	
		5	DM	Elective		DM Elective I	MKT 290	
4th Year	7th Semester	1	BBA	Core	BUS 380	Business Research Methods	QM 241	
		2	BBA	Core	BUS 390	Internship	90 CHs, ≥2.0 GPA	
		3	DM	Core	MKT 405	Digital Media Marketing	MKT 290	
		4	DM	Core	MKT 406	Strategic Brand Management	MKT 290	
		5	DM	Elective		DM Elective II	MKT 290	
		6	DM	Elective		DM Elective III	MKT 290	
	Courses that MUST be taken before 8th semester: (i) BUS 380							
	8th Semester	1	BBA	Core	MKT 476	Strategic Management (Capstone)	Senior Standing	
		2	DM	Core	MKT 304	Marketing Data Analytics	BUS 380, CIT 200, MKT 290	
		3	DM	Core	MKT 305	Entrepreneurial Marketing	MKT 290	
4		DM	Core	MKT 404	Supply Chain & Logistics Mgmt. in E-Business	MKT 290		
5		DM	Core	MKT 308	Public Relations in the Digital Age	MKT 290		
6		DM	Elective		DM Elective IV	MKT 290		

4. ADMISSION CRITERIA

Every applicant is required to submit the following documents:

- UAE High School Secondary Certificate as follows or equivalent in Standardized International.

Elite Track	Advanced Track	General Track
70%	70%	75%

- English proficiency, Arabic language and mathematics requirements as follows:

IELTS	TOEFL ITP	EmSAT	Arabic Language EmSAT	Mathematics EmSAT
5	500	1,100	600	600

Note: College of Business international students can register for a non-credited Basic Arabic Language course at the UAQU

- Students must pass a personal interview at the College, and fully pay registration fees.

5. COMPLETION REQUIREMENTS

- Graduation requirements include the successful completion of the major credit hours.
- Satisfaction of the internship requirement.
- A minimum CGPA of 2.0.
- A successful completion of the internship.
- Degree requirements must be completed within 16 semesters of initial enrollment at UAQU.

6. DELIVERY MODE

This program and all its courses are delivered according to the credit hours' system implemented in the UAQU on campus. Only full time students are accepted in the program, all courses are delivered in-person, twice a week, for 15 weeks.

7. PROGRAM LEARNING AND STUDENT SUPPORT

UAQU supports students in different aspects during their academic progress. The technical support unit with IT specialist is available 24/7 to manage IT facilities in UAQU and to give guidance, advice and support to students and staff in all related issues. The university's E-learning system MOODLE

facilitates teaching and learning processes, and provides students with, for example, course syllabi and lecture materials. Our library has specialist employees available to give support to students regarding available library resources and the online library systems. The university offers a number of laboratories which are used for different courses to provide students with a more hands-on and/or IT-based learning experience. Finally, UAQU has an academic advising systems in place. Under this system, each faculty member acts as academic advisor to students, to provide advice on course registrations, semester planning, and other related academic issues. UAQU is keen to ensure that students are supported at all stages of their program including the academic advising, which ensures effective measures to support student progress and provide appropriate academic guidance and which stipulates the allocation to each registered student of an academic advisor.

8. FACILITIES

The campus of UAQU is located in a modern building with state-of-the-art learning and teaching equipment. The classrooms are designed in different ways to accommodate different teaching requirements including rooms that can seat up to 50 students. All classrooms are equipped with a computer, projector and (e-)whiteboard/touchscreen. There are seating areas for students to relax. A large auditorium is built to support conferences and external events coming to the University.

All labs are equipped with new computers, and are regularly scheduled for teaching and learning sessions. Free lab time is available for all students. During these periods, students can use the laboratory to work independently on assignments, and to access online resources to engage in self-directed learning. All laboratories have technical staff available at all times during the study hours to support students and ensure that the laboratory is well maintained.

The library supports academic work by having dedicated offices for academic research activity. The library has exceeded 3,000 titles with around 6,000 copies for different disciplines in both English and Arabic language, there are a number of computers located in the Library for the use of UAQU students to search for resources in the UMQU Library, E-library and the online databases. The Library subscribes to periodicals in both English and Arabic which help students in their study.

The periodicals paid and free access available for the business programs are as follows:

- Business Source Complete.

- Regional Business News.
- eBook Academic Collection.
- eBook Arabic Collection.
- eBook Collection.
- The Directory of Open Access Books.
- The Directory of Open Access Journals.
- The Directory of Free Open Access Journals.

9. EVALUATING AND IMPROVING STANDARDS OF TEACHING AND LEARNING

UAQU engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuing improvement, and (b) demonstrate that each College / department /unit is effectively accomplishing the UAQU mission. Documenting the institutional effectiveness through systematic and ongoing assessment provides the guidance for decision-making and concrete evidence that UAQU is committed to continuous improvement.

The Institutional Effectiveness Unit focuses on data collection, analysis and reporting of the results obtained. The unit also collects data from students, alumni, faculty members, assisting staff, and assisting departments. These data are used in evaluating the institutional performance and planning in relation to the strategic objectives of UAQU. The Institutional Effectiveness unit measures the Key Performance Indicators of each of the university units on a semester basis and re-transmits these results to the various university units and follow them up in order to close the cycle of the evaluation process. In addition, the Institutional Effectiveness Unit evaluates, measures and determines the improvement of the quality of academic programs and administrative services, including how the follow-up and implementation process as well as improving the effectiveness of the teaching process.

10. FACULTY

10.1 Faculty Satisfaction

The Institutional Effectiveness Unit creates surveys to measure the faculty satisfaction on an annual or semi-annual basis as required by the educational process. The faculty satisfaction includes

measuring several criteria related to the educational process and the educational environment in general for the sake of continuous improvement based on the analysis output (results).

After analyzing the survey, a report of the results is prepared, providing that it includes a comparison table with the results of the previous survey to reflect the success of the implementation plan that was developed after the results of the previous survey analysis and the extent of this reflection on the improvement process in order to identify the positive and negative impact in order to work on it and follow-up in order to close the loop. Measured are:

- Academic policies.
- The appropriateness of the teaching load.
- Promotion policy
- UAQU support to the scientific research.
- Learning resources.
- Information technology
- The work environment

10.2 Faculty Research Support

UAQU considers the importance of research as a tool for quality improvement in teaching. UAQU is supporting faculty in publishing in leading international journals. In addition, UAQU encourages faculty research, by providing annual research excellence awards.

10.3 Faculty Performance Evaluation

Faculty performance evaluation, a comprehensive self-evaluation of faculty performance is submitted at the end of the academic year. The faculty performance for the year is evaluated on teaching, research and publications, involvement in college development, community services and student advising services. This all-round self –evaluation provides faculty an understanding of his / her performance during the year and improvement needed during the coming academic year. This helps the faculty to identify the areas of improvements. Continuous self-evaluation support to maintain quality in teaching learning process, other academic activities and extracurricular activities of the university.

11. STUDENTS

11.1 Student Satisfaction

The Institutional Effectiveness Unit runs several surveys to measure student satisfaction on an annual basis or biannual, as required by the educational process. The survey is based on measuring the students' satisfaction with the various units and departments, then the results of this survey are analyzed and distributed and the implementation of the improvement required to close the loop.

On the other hand, the Institutional Effectiveness Unit works continuously to evaluate and improve the quality of academic programs and administrative services through various methods as follows:

11.2 Student Feedback of the Course and Instructor

Student Feedback for the course and the instructor is conducted at the end of each semester provides feedback on course instructions, course delivery, assessment methods, relevance of topics, usage of learning resources, feedback on quality of teaching, approach to students, response to student's queries and related teaching learning aspects. The results and recommendations of the analysis of the students' feedback are sent to the faculty for their comments, action plan and improvement for the accepted recommendations.

11.3 Teaching Report

In order to review and ensure the level of implementation of the course syllabus, the faculty should submit teaching report in the seventh week (before midterm exam) and the final teaching report in 14th week (before the final exam). The report is reviewed and discussed with the faculty by the head of the department for further development in class management for the current and coming semesters.

11.4 Course File Report

A course file report is prepared by the instructor on completion of the course. The report provides a comprehensive instructor review of the implementation of the course, achievement level of CLOs, the challenges faced by the instructor and corrective actions required for implementation from the coming semester in addition to the follow up process to ensure the implementation of the action plan.

11.5 Implementation and Monitoring Process

Based on the student feedback, faculty evaluation, course review reports and the teaching reports, the areas for improvement in teaching effectiveness are identified, and reported to respective faculty members. Measures are taken for the proper implementation of recommendations from the feedback. This process is approved and implemented at the college level as part of the improvement to the quality of academic programs, which is monitored by the IE department and Head of department. This is evident from the above details.

11.6 Learning Management Systems

Through the Implementation of eLearning Management Systems (LMS) there exist a proper control and coordination for class management for all subjects offered at UAQU. In addition, UAQU is implemented Plagiarism software to check the plagiarism and its linked with LMS to review student submissions for proper management of student course works. This has enhanced student capacity for independent/group thinking and in submitting their own quality works.

11.7 Grading Rubrics

Grading rubrics is implemented for all formative and summative assessment of course works. This enhance teaching effectiveness in proper delivery of the course works through proper evaluation of both formative and summative assessments.

11.8 Moderation for Final Exams

The Final Exam Question Papers and Answer schemes are moderated by the department prior to the exams. This helps to standardize the question papers and to improve the quality of the examinations, as well as to observe that the course delivery is meeting the level as expected from the courses and the coverage of the CLOs.

11.9 Measurement of PLO - CLO achievement

From the Course Learning Outcome Assessment Mapping, the CLOs achievement is measured. The shortcomings in CLO achievements is discussed with the faculty. Matrix contains the matrix of the PLO – CLO achievement, review on program effectiveness, and action plan for further improvement in course delivery.

11.10 Academic Advising and Office Hours

Office hours are allocated for faculty members to follow up with the students even for those who are enrolled in their courses or for their advisee list. This enable them to provide the academic advising to the students, and other auxiliary administrative and academic activities.

11.11 Alumni Survey

UAQU is regularly conducted the alumni survey for every academic year and the results is matched with other reports and UAQU is taken and implemented necessary action(s).

12. TEACHING AND LEARNING METHODS

The delivery modes for the program include lectures, workshops, class presentations, seminars, case analyses and forum discussions. Each student is expected to deliver individual assignments, case studies, project presentations based on the topics assigned to him / her. The program embraces continuous assessment of the student learning through quizzes, midterm exam and final exam in addition to the assignments / projects / case study provided by the instructor from time to time.

Assessment plan for program learning outcomes:

1. Mid Term and Final Exam:

Mid Term exams are scheduled for halfway through the semester and are accompanied by a preparation/revision class just prior to the exam, and a debrief class after the exam in which the grade distribution, grading scheme and model solutions will be discussed. Each exam is a combination of short-answer questions, essay-based or long-form questions, numerical problems (if applicable), case-based problems (if applicable), and true/false questions. The specifics of each exam are tailored to the respective course, and discussed by the lecturer at the beginning of the semester. Final Exams are a two-hour examination scheduled after week 15. The final exam is comprehensive, covering all material of the course. Structure and form are identical to the mid-term exams.

2. Quiz / Quizzes

Students should prepare to take up Quiz / Quizzes as decided by the Course Instructor. The Instructor can decide any number of Quizzes of diversified types namely short answers, descriptive answers, and similar models as deemed fit for the subject and the topic of discussions.

3. Take-Home Projects and Group Work

As part of a thorough student assessment, students are asked to work on and complete projects outside of the classroom, either individually or in groups. The deliverables are a written essay-based answer detailing the students' solutions to the problem sets or case studies they received, and an in-class presentation of their solutions. The purpose of these assessments is threefold: first, to assess

students' ability to apply the learned knowledge and skill to a potentially unfamiliar and complex (real world-) problem. For example, can students identify why certain *actual* digital marketing campaigns were unsuccessful based on their theoretical knowledge on the success factors of digital marketing campaigns. Second, to assess students' ability to give interesting, insightful and professionally structured and -delivered presentations. And third, in the case of group projects, the degree to which students can work in teams. In detail, the deliverables/structures of these projects is as follows:

3.1 Written Essay-Based Papers

The major deliverable of course work projects are long-form written essays in which students explain the problem they were tasked with solving or addressing, followed by their solutions. The provided solutions should be based on students' knowledge on a given topic and include students' justifications of their solutions as well as perhaps – if applicable – a personal and educated opinion of the students. Depending on what the project is, these essays might take different formats. In an open case-based problem, the students need to determine the structure and emphasis of their essay largely by themselves. This is deliberate part of the assessment; for example: if given factual information on a real world scenario, can students understand the problems that are to be solved themselves? And, can they derive sensible solutions for it? Part of the challenge of solving the problems is students' ability to perform their own research on topics. Research-based findings, prior case-based examples or real world scenarios, or outside-the-box references need to be found by the students themselves to support their input for solving the cases and/or problem sets. For this deliverable, students should be given sufficient time during the semester during which they can seek the lecturers' input and support while completing the given tasks themselves. The final deliverable should be professionally formatted, in line with general academic publication standards (including correct citations, references, appendices etc.). If the projects are group-based, part of the students' challenge is to distribute the work amongst themselves.

3.2 Presentations

Following handing in their written deliverables, students might be asked to give an in-class presentation of their projects, to verbally present the results of their work including posed questions, problems, solutions and opinions. This presentation should be based on the written essay, but can go beyond that by e.g. including group discussions or Q&A sessions with other students. Students are assessed based on the presentation content as well as on its delivery. Part of the assessment might include having to answer follow-up questions either from the lecturer or the students

attending the class. As for the written case work, students will be provided with a rubric to understand which criteria matter for grading purposes, and how their performance is assessed. More details on the specific assignments are being given in the course syllabi and by the lecturer at the beginning of the course. Upon completion, students will be able to obtain feedback from the lecturer on their presentations and written work, in order to improve future project- or case-based work – both written or presented – in the future.

13. COURSE DESCRIPTIONS

MKT 291 Marketing Management Core Course	
Course Description	Course Objectives
<p>The course centers around the dynamic role and importance of various marketing tools in organizations. It covers broad topics such as marketing plans, pricing strategies, marketing research and market segmentation to develop students' understanding of various marketing theories, principles and strategies, and help them apply these concepts in real-life situations.</p>	<p>Upon completing the course, students will be able to grasp the fundamental core theories and underlying concepts in marketing management, as well as the main differences between digital and 'classic' marketing. To conduct marketing projects from scratch, students will also be able to understand market segmentations and the concepts of market- and consumer research. Based on this knowledge, students will be able to analyze market research data, customer segments, brand perceptions and other important metrics as the basis for developing marketing strategies, and have the ability to develop full marketing plans – both 'classic' and digital - including brand positioning, price setting, and communications. The emphasis here is always placed on understanding the differences between 'classic' and 'digital' marketing, and to executive marketing strategies correspondingly. Finally, students will be presented with the most pressing challenges the marketing industry faces today, particularly with respect to ethics and sustainability, and how to overcome them.</p>

MKT 292 Retailing and E-Commerce Core Course	
Course Description	Course Objectives
<p>The course centers around the understanding of the role of various activities which facilitate organizations in developing a linkage between customers and end products or services. Overall, this course will holistically cover the role of traditional retail channels along with newly emerged electronic commerce platforms and cover the areas of customer acquisition, service management, customer engagement, pricing strategy and the latest trends in the area.</p>	<p>Upon completion of the course, students will understand the traditional and digital business retail, sales and (e-) commerce models, along with all success metrics (KPIs). Students will also understand the challenges and opportunities that e-commerce, the onset of Amazon & Co, as well as online shopping and the demise of the 'High Street' brings to retailers today. Equipped with this knowledge, students will be able develop their own e-commerce models, and critically evaluate their effectiveness in local and international markets through relevant KPIs. In that context, the course will also place emphasis on conveying the importance e-commerce has for the success of entrepreneurial businesses and startups.</p>

MKT 293 Consumer Behavior in the International Environment	
Core Course	
Course Description	Course Objectives
<p>The course centers around various theories and concepts which explain the changing nature of digital consumers in the international markets. Integrating the role of psychology, sociology and marketing, it will broadly focus on topics such as consumer thinking patterns and the role of internal and external environment in influencing their choices over time.</p>	<p>Upon successful completion of the course, students will be able to understand theories and essential components which relate to consumer behavior and -mindset in the international context, and how brand positioning works in international marketing. Students will also learn how to critically analyze the changing paradigms from print to online media in order to build successful marketing campaigns around them, and how to understand changing consumer perceptions and attitudes to understand the fluctuating needs of international markets. Goal is for students to be able to build consumer behavior profiles and forecasts in order to determine changing trends that can be used in a marketing context.</p>

MKT 304 Marketing Data Analytics	
Core Course	
Course Description	Course Objectives
<p>The course centers around the essence of various analytical tools and their use in digital market driven data. Covered topics are digital data-driven marketing tools, data collection for the evaluation of brands, customer lifetime value as well as interpretation of market research outputs.</p>	<p>Upon successful completion of the course, students will understand the basics of statistical tools and their essential role in data-driven marketing decision making. Based on this knowledge, students will be able to apply cutting-edge software solutions to create full-fledged data analytics models and interpret them to make smart business decisions. To lay the basis for current state-of-the-art knowledge, students will also be introduced to analytical tools based on machine learning processes and Artificial Intelligence, and understand what opportunities and challenges those tools bring. Using this knowledge and skill, students will be able to build analytics models that use state-of-the-art technology and data, and use it to derive innovative marketing solutions for businesses, products or services.</p>

MKT 305 Entrepreneurial Marketing	
Core Course	
Course Description	Course Objectives
<p>The course is focused on developing an understanding about the differential role of marketing for entrepreneurial firms. It aims to cover challenges as well as opportunities of developing unique marketing plans for new firms and will cover the role of various digital marketing tools and their usage in new business ventures. The role of Venture Capital for entrepreneurial firms will also be covered.</p>	<p>Upon successful completion of the course, students will be able to understand the business model concepts of entrepreneurial firms and startups which enable individuals to translate new ideas into business ventures. As a major part of this, students will also be introduced to the Venture Capital industry, and how Venture Capital money funds entrepreneurial businesses. Furthermore, students will develop a thorough understanding of all startup-relevant marketing aspects such as customer acquisition costs, product-market-fit, 'going viral' or 'guerilla marketing', and how those strategies tie in with a startups growth strategy. Based on this knowledge students will have the ability to analyze Key Performance Indicators and success metrics of marketing and advertising strategies for startups and entrepreneurial firms, and will be able to build state-of-the-art marketing and advertising strategies for entrepreneurial and startup firms. Goal is for the students to build their own startup business plan with an emphasis on the marketing of the product, service or business they develop. To cover the ethical aspects of the oftentimes aggressive entrepreneurial marketing strategies, students will be asked to scrutinize how the need for fast growth in entrepreneurial firms can oftentimes lead to misleading and unethical marketing with negative impact on customers, and create solutions for these problems.</p>

MKT 308 PR in the Digital Age	
Core Course	
Course Description	Course Objectives
<p>Purpose of the course is to provide students with an in-depth overview of Public Relations (PR) in the age of digital- and online corporate communications. In today's environment, marketing and PR are closely intertwined, and it therefore paramount for both sides to understand each other. Typically, it is the PR-side's responsibility to communicate what the marketing side strategizes for a company or brand. Part of that is media relations and press briefings, lobby work, or the creation of communication plans that might establish a certain narrative or thought leadership for a company/brand. However, PR work might also influence the marketing strategy, in instances in which the actual communication strategy impacts the marketing strategy. This course introduces students to PR work and its relation with marketing. Besides 'classic' fundamentals of</p>	<p>At the end of the course, students will be equipped with the full spectrum of modern PR techniques. Specifically, they will have the ability to understand and execute communication plans, media relations, narrative- and thought leadership creation, message creation, crisis communications, or 'spin-doctoring'. Part of that will be to understand how to 'read' the public opinion by, for example, analyzing social media sentiment or Big Data-related tools. Students will also develop a sound understand of the relationship between (digital) marketing PR, how the two areas differ and how they interact. In a more analytical context, students will also understand how to create and read PR Key Performance Indicators (KPIs) such as Reach, Engagement or Press Mentions. Goal is for the students to be exposed to the full body of work a modern global PR agency would perform for any corporate or government client.</p>

<p>PR, a special emphasis is placed on modern PR techniques tailored for the digital age such as social media strategies.</p>	
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<p>MKT 360 Int'l Marketing Dynamics Elective</p>	
Course Description	Course Objectives
<p>The course focuses on key differences between marketing strategies in domestic and international markets. To holistically understand the changing landscape of international markets, it will incorporate the role of internal as well as contextual differences between Asian and Western markets such as political and economic systems, legal systems and cultural differences for deepening an understanding about various aspects of international markets.</p>	<p>Upon successful completion of the course, students will demonstrate an understanding of the challenges and opportunities of international marketing in various markets, and be able to critically analyze various foreign market entry strategies and evaluate their effectiveness. Students will be able to apply trade theories and cultural or economic differences to identify criteria for competitive advantage in foreign markets, and understand the role of political and legal environments, as well as cultural differences in international marketing strategies. Goal is for the students to create marketing strategies for a globally expanding business, designed to tackle and overcome the challenges of internationalizing a business, product or service. In this context, students will also learn how to critically reflect on overcoming the challenges a more and more globalized economy has for digital and 'classic' marketing.</p>

<p>MKT 370 Managing Digital Platforms Elective</p>	
Course Description	Course Objectives
<p>The course centers around developing students' understanding of novel digital platforms used by organizations for marketing purposes. Thereby, it will develop an understanding of how networks and linkages in the digital world may be utilized for improving the value of a specific brand. In this regard, the usage of digital platforms in various industries will be explored for understanding the relevance of the right digital tools in the diverse markets.</p>	<p>Upon successful completion of the course, students will learn how to create a competitive advantage in marketing through digital tools, and develop an understanding of the challenges and opportunities the digitalization and digital transformation of business models – and marketing strategies – as well as the corresponding use of digital platforms brings to businesses. Students will also assess positive and negative outcomes of various digital marketing platforms, and how those might impact the success of digital marketing strategies and business models in varying business areas and markets.</p>

MKT 404 Supply Chain & Logistics In E-Business Core	
Course Description	Course Objectives
<p>The course focuses on developing an understanding about the importance of e-supply chain and value-added operations in the business world. Moreover, it will cover necessary theoretical concepts in the design and implementation of value-added processes in e-business from a managerial perspective.</p>	<p>Upon completion of the course, students will have an understanding of all relevant factors, challenges and theories in e-logistics and e-supply chain management, along with insights regarding ways to select the right international logistics operators in e-businesses. Furthermore, students will be able to critically analyze and evaluate demand driven supply chain management and international logistics operations in e-businesses, and understand how to use global supply chain management for effective brand management. Goal is for students to be able to developed a global supply chain model, fully integrated into a businesses' strategy.</p>

MKT 405 Digital Media Marketing Core	
Course Description	Course Objectives
<p>The course aims at developing an understanding of various media marketing strategies required for effective consumer targeting in the digital world. Specially, the course will integrate the role of social media marketing to evaluate its effectiveness in the global markets, and cover broad areas including traditional and digital media channels, their usage in marketing strategies, and how brand awareness may be created through these channels.</p>	<p>Upon completion of the course, students will understand the fundamentals of digital media marketing and online branding, as well as the intricacies of the latest measurement tools and Key Performance indicators in digital media marketing. Students will also get to know how public relations vary in traditional vs. digital media. Based on this knowledge, students will apply state-of-the-art and contemporary digital media marketing tools, platforms and strategies, to effectively execute and manage digital media marketing campaigns. Goal is for students to develop a full-fledged digital marketing strategy. Part of the course are also the ethical considerations associated with digital media marketing, particularly for young adults and children, and which steps need to be taken to overcome potential problems associated with it.</p>

MKT 406 Strategic Brand Management	
Core	
Course Description	Course Objectives
<p>The course centers around ways to design, develop and manage brands, and how brand management determines organizational success in the long term. It will cover areas such as the planning, implementation and evaluation across various stages of the brand management process.</p>	<p>Upon completion of the course, students will understand the underlying key concepts in brand development and management process, as well as the concept of brand identity and its significance in strategic performance of organizations. Students will be able to analyze branding strategies and their success based on relevant brand measurement metrics in order to apply them to effective branding strategies and develop branding strategies in a digital context based on state-of-the-art tools. Students will also be exposed to the ethics of branding strategies, and assess how certain strategies might (adversely) impact consumer behavior with respect to sustainability, and how modern branding strategies that are in line with sustainability standards can benefit the brand and business.</p>

MKT 410 Current Trends in Digital Business and Marketing	
Elective	
Course Description	Course Objectives
<p>This course delves into the latest trends and advancements shaping the landscape of digital business and marketing. Students will explore cutting-edge strategies, tools, and technologies that are driving innovation in the digital realm. Through a combination of case studies, discussions, and practical exercises, students will gain insights into emerging concepts such as AI-driven marketing, blockchain applications, immersive experiences, voice search optimization, and data-driven decision-making. By analyzing real-world examples and engaging in critical discussions, students will develop a comprehensive understanding of how these current trends impact consumer behavior, shape market dynamics, and create new opportunities for businesses. Through this exploration of contemporary developments, students will be better equipped to navigate the evolving digital landscape and make informed decisions in the context of modern business and marketing practices.</p>	<p>Upon successful completion of the course, students will understand and exhibit the catalyst role of recent technological advancements on business and marketing dynamics, and obtain insights into future challenges the (digital) marketing industry faces, primarily those borne out of the need for sustainability and ESG principles, and those brought about by advancements in digitalization, such as Artificial Intelligence. Students will apply cutting edge software tools for digital marketing purposes across the whole spectrum of marketing activities (Sales, Advertising, PR etc.), and analyze Big Data sets using state-of-the-art machine learning and AI processes as an advanced way of using data for marketing purposes. Part of the course is also to educate students on how to successfully adapt 'classic' marketing tools to the ever-developing needs of entrepreneurial and startup business models in the economy, and the rapidly developing available technology to market products.</p>

MKT 415 Branded Content Marketing	
Elective	
Course Description	Course Objectives
<p> This course focuses on the essence of branded content marketing and various theoretical approaches in this domain. The essential role of new media tools will be integrated to illustrate an understanding about how key brands are developing awareness through branded content marketing. </p>	<p> Upon successful completion of the course, students will understand the key fundamental concepts in branded content marketing, and how branded content marketing overlaps with other areas of marketing such as advertising and Public Relations. Students will combine the understanding of the fundamentals of branded content marketing, its overlap with advertising and PR, and 'classic' marketing methodologies to create full-scale and state-of-the-art branded content marketing strategies. Furthermore, students will be able to assess the cultural, ethical, and societal differences across different (regional) markets and market segments and how those impact the success of branded content strategies. In an entrepreneurial context, students will also be able to understand how branded content strategies can be used in entrepreneurial and startup firms as an alternative to more expensive 'classic' marketing strategies. </p>

MKT 415 Branded Content Marketing	
Elective	
Course Description	Course Objectives
<p> This course focuses on the essence of branded content marketing and various theoretical approaches in this domain. The essential role of new media tools will be integrated to illustrate an understanding about how key brands are developing awareness through branded content marketing. </p>	<p> Upon successful completion of the course, students will understand the key fundamental concepts in branded content marketing, and how branded content marketing overlaps with other areas of marketing such as advertising and Public Relations. Students will combine the understanding of the fundamentals of branded content marketing, its overlap with advertising and PR, and 'classic' marketing methodologies to create full-scale and state-of-the-art branded content marketing strategies. Furthermore, students will be able to assess the cultural, ethical, and societal differences across different (regional) markets and market segments and how those impact the success of branded content strategies. In an entrepreneurial context, students will also be able to understand how branded content strategies can be used in entrepreneurial and startup firms as an alternative to more expensive 'classic' marketing strategies. </p>

MKT 420 Digital Luxury Brand Marketing	
Elective	
Course Description	Course Objectives
<p> This course focuses on the digital aspects of marketing in the luxury goods industry. The strong shift towards online and digital marketing in the last decade has had tremendous impact on the luxury industry, and the way its products and services are branded, marketed, advertised, and communicated. The classic highly controlled environment of the luxurious in-store experience had to learn how to coexist alongside influencers and content creators advertising brands on their social media channels, and global customer awareness – especially with regard to sustainable and ethical considerations – placed luxury producers under heightened scrutiny. In today's world, digital marketers in the luxury industry need to be able to navigate these challenges in order to provide the best possible advertising- and marketing strategy for their clients. This course aims at equipping students with this knowledge and skill. </p>	<p> The objective of the course is to equip students with the fundamentals of luxury brand management, such as brand imaging and messaging, customer demographics, price point setting and advertising. In doing so, the course also highlights the current challenges the luxury industry faces, especially how digital/online marketing affects luxury brand management, and how ethical and sustainability concerns impact marketing strategies. At the end of the course, students will be fully equipped to draft and execute state-of-the-art digital branding, advertising and marketing strategies in the luxury goods and services segment. They will also have the ability to compile and analyze the most relevant and common digital marketing metrics applicable for the luxury goods and services industry, to measure the effectiveness and success of campaigns. As an overarching topic, the course will also emphasize ethical concerns with respect to ESG principles or sustainability in the luxury industry, and how these impact product, branding and marketing strategies. </p>

14. PLO-CLO MAP BY COURSE

MKT 291 Marketing Management									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1								
K2		2							
K3			1						5
S1				4					
S2					3				
C1						6			
C2			5						

MKT 292 Retailing and E-Commerce									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1	2							
K2			2						
S1				4	4		4		
S2					3				
C1						6			
C2								2	

MKT 293 Consumer Behavior in the International Environment									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2						2		
K2	2						2		
S1				4	4		4		
S2				3			3		
C1						6	6		
C3									5

MKT 304 Marketing Data Analytics									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2								
K2	2								
S1				4					
S2					3				
C1						5			
C3						6			6

MKT 305 Entrepreneurial Marketing									
	A1	A2	A3	B1	B2	C1	C21	C22	C3

K1	2								
K2	2	2							
S1					4				
S2				3					
C1						5			
C2							5		
C3								6	

MKT 308 Public Relations in the Digital Age									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1	2							
K2		2							
S1					3				
S2				4					
C1						6			
C2					3		3		
C3									5

MKT 404 Supply Chain & Logistics Management in E-Business									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1		1							
K2		2							
S1				4					
S2					3				
C1						5			
C3									6

MKT 405 Digital Media Marketing									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1								
K2		2							
S1				4					
S2					3				
C1						6			
C3									5

MKT 406 Strategic Brand Management									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2								
K2		2							
S1				4	3				
C1								5	
C3									6

MKT 360 International Marketing Dynamics									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2								
S1				4	4				
S2				3	3		3		
C1						6			
C2							2		
C3									5

MKT 370 Managing Digital Platforms									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1	2							
K2			2						
S1				4					
S2				4					
C2							5		

MKT 410 Current Trends in Digital Business and Marketing									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1		2							
K2			2						2
S1				4					
S2					3				
C2								6	

MKT 415 Branded Content Marketing									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2								
K2		2							
S1					3				
C21							5		
C22								5	

MKT 420 Digital Luxury Brand Marketing									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2	2							
K2			2						
S1					3				
S2				4					
C1						6			
C3									5