



SYLLABUS

Name of Institution: Mahidol University International College
Division: Business Administration Division

GENERAL INFORMATION

1. Course Code and Course Title

	New curriculum	Topic/name	Equivalent
Thai	ICMB 260	การจัดการและพฤติกรรมองค์กร	ICMB 235
English	ICMB 260	Management and Organizational behavior	ICMB 235

2. Number of Credits: 4 credits

3. Credit Hours/Semester

Lecture or Other Activity Hours	In-class Laboratory/ Internship Hours	Field Trip/ Self-Study Hours
48	0	96

4. Degree: Bachelor of Business Administration

5. Faculty Members:

Name: Dr. Wallapa Suengkamolpisut
Email: wallapa.sue@mahidol.edu
Telephone: 02-700-5000 Ext. 4449
Office Hours: Monday and Wednesday 12-2 pm. (By appointment)

Name: Dr. Saifon Singhatong
Email: saifon.sig@mahidol.edu
Telephone: 02-700-5000 Ext. 4423
Office Hours: Tuesday-Thursday 12-2 pm. (By appointment)

Name: Assoc. Prof. Dr. Walanchalee Wattanacharoensil
Email: walanchale.wat@mahidol.edu
Telephone: 02-700-5000 Ext. 4416
Office Hours: Tuesday-Thursday 2-4 pm. (By appointment)

6. Trimester/Academic Year: T2/2025-2026

Lecturer Team

[Dr. Wallapa Suengkamolpisut, Dr. Saifon Singhatong]

Section 3 Monday and Wednesday 14.00-15.50

Section 4 Monday and Wednesday 16.00-17.50

[Assoc. Prof. Dr. Walanchalee Wattanacharoensil]

Section 1 Tuesday and Thursday 10:00-11:50

Section 2 Tuesday and Thursday 16:00-17:50

Section 5 Monday and Wednesday 12.00-13.50

7. Pre-requisites:

None

DESCRIPTION AND OBJECTIVES

1. Course Description

Thai	การบริหาร, การเป็นผู้นำ, สิ่งแวดล้อมขององค์กร โครงสร้างองค์กร การแบ่งระดับงาน เทคโนโลยีที่ใช้ในองค์กร วัฒนธรรมองค์กร คุณลักษณะรายบุคคล กลุ่มและทีมการเรียนรู้ การตัดสินใจ องค์กรและการเปลี่ยนแปลง ประสบการณ์การบริหารองค์กร และการบริหาร การบริหารอำนาจและการเมืองในองค์กร การบริหารองค์กรในมุมมอง การเป็นเจ้าของและนวัตกรรมในองค์กร การบริหารองค์กรในระดับนานาชาติ
English	Management, Leadership, Organization-environment; Organizational structure, bureaucracy and division of work; Organizations technology and space; Organizational culture and identity; groups and teams; personality and identifications in organizations; Intentionality, Max (U), love and emotions in organizations; organizational and individual learning, decisions, promises, mindfulness and the stupidity paradox; organizational change. Organization as an experience and work as aesthetic performance, power and politics in organizations; managing entrepreneurial and innovative organizations; managing global and virtual organizations

2. Course Objectives

By the end of the course, students should be able to diagnose business problems and recommend appropriate solutions, with particular attention to organizational structures, cultures, and the social and individual processes typically experienced by employees, teams, and managers. The course is taught from both a management and a team-member perspective and is primarily case-based. Students are expected to analyze and describe case situations from three different perspectives and analytical levels, weigh the advantages and disadvantages of the current situation, and propose changes to organizational and individual processes in light of the organization's specific competitive and market context.

MUIC BA Learning Goal/ Objectives:

LG1	Teamwork	Students are able to demonstrate an ability to work in a team.
LG2	Analytical skills	Students are able to think critically and to logically arrive at conclusions.
LG3	Innovativeness	Students are able to generate innovative business solutions.
LG4	Ethics & Sustainability	Students are able to assess ethical implications of business practices and to describe the importance of sustainability in business.
LG5	Management	Students are able to explain management concepts and to accomplish tasks within a changing business environment.

Assessment of Learning Outcomes:

PLOs	CLOs	Assessment
PLO 5.1 Students can demonstrate knowledge of main business functions and organizational management	CLO1 Understand and analyze multilevel organizational processes from different theoretical and practical perspectives.	1 X Presentation, Class participation and Group discussion, 2 X Written Cases Quiz / Simulation Final exam
	CLO2 Integrate the different theoretical perspectives into managerial and practical solutions for organizing, planning and controlling the development of the organization.	1 X Presentation, Class participation and Group discussion, 2 X Written Cases Quiz / Simulation Final exam
	CLO3 Examine management and organizational opportunities and constraints.	1 X Presentation, Class participation and Group discussion, 2 X Written Cases Quiz / Simulation Final exam
PLO 1.3 Students can demonstrate their ability to collaborate effectively with others	CLO4 Work in teams and take responsibility for the team results.	1 X Presentation, 2 X Written Cases, Group discussion



TEACHING AND EVALUATION PLANS

1. Teaching Plan*

Date	Topic	Lecture/ Class discussion	Hours	CLO	Teaching Methods	Assessment	Rubric	Handout/T extbook	Instructor
Week 1-1	Course syllabus Introduction to MOB, sensemaking		2	CLO1- 4	Interactive, reading	Group activity Participation		Course syllabus	WPS, WWS
Week 1-2	Managing and Organizations & Technology Sensemaking	VDOs case discussion (Automated retails)	2	CLO1- 4	Interactive, reading	Group discussion and Participation	Presentation, participation	Clegg, Chapter 1	WPS, WWS
Week 2-1	Managing Organizational Design: Principles, Models, Designs (Part 1)	Street Vendor assignment	2	CLO1- 4	Interactive, reading	Group discussion and Participation, Group activities (Street vendors assigned) Weekly Quiz # 1	Presentation, participation	Clegg, Chapter 12	WPS, WWS
Week 2-2	Managing Organizational Design: Principles, Models, Designs (Part 2)	Topic Discussion related to lectuer notes (TBC)	2	CLO1- 4	Interactive, reading	Group discussion and Participation, Group activities	Presentation, participation	Clegg, Chapter 12	WPS, WWS

Date	Topic	Lecture/ Class discussion	Hours	CLO	Teaching Methods	Assessment	Rubric	Handout/T extbook	Instructor
Week 3-1	Debrief Street Food Vendor Activities & Group project consultation	ING Case First project assignment	2	CLO1-4	Experiential learning – Street vendors discussion	Participation, Case, submitted writing, Weekly Experiential learning Term paper # 1 Assigned Quiz # 2	Presentation, participation	Clegg, Chapter 12	WPS, WWS
Week 3-2	Managing Leadership: Transformation, Instruction, Inspiration	First project assignment	2	CLO1-4	Interactive, Reading, Team discussion	Participation, Case, submitted writing *1 st Street Food Vendor visit [Recommend]	Presentation, participation	Clegg, Chapter 4	WPS, WWS
Week 4-1	Managing Innovation & change #1	Case: TBC	2	CLO1-4	Interactive, Reading, Team discussion	Participation, Case, submitted writing Weekly Quiz # 3	Presentation, participation	Clegg, Chapter 10	WPS, WWS
Week 4-2	Managing Innovation & change #2		2	CLO1-4	Interactive, Reading, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation	Clegg, Chapter 10	WPS, WWS
Week 5-1	Managing Power, Politics and Decision-Making		2	CLO1-4	Interactive,	Participation, Case, submitted writing, quiz Weekly Quiz # 4-5	Presentation, participation	Clegg, Chapter 7	WPS, WWS
Week 5-2	Managing Knowledge		2	CLO1-4	Reading, Team discussion	Participation, Case, submitted writing	Presentation, participation	Clegg Chapter 9 & Chapter 11	WPS, WWS
Week 6-1	Group Project Consultation	Street Foods vendor project	2	CLO1-4	Interactive Presentations	Group project Presentation	Presentation, participation		WPS, WWS
Week 6-2	Wrap up for Mid-term Exam		2	CLO1-4	Interactive Presentations	Participation, Case, submitted writing	Presentation, participation	Case Study assigned	WPS, WWS
Please check Sky	Mid-Term Exam (20%)	Computer lab room	2	CLO 1-3	Individual work	Individual case response	Written Case analysis		WPS, WWS

Date	Topic	Lecture/ Class discussion	Hours	CLO	Teaching Methods	Assessment	Rubric	Handout/T extbook	Instructor
Week 7-1	Managing Individuals: differences at work #1		2	CLO1- 4	Reading, Team discussion	Participation, Case, submitted writing	Presentation, participation	McGraw- Hill, Chapter 3	SFS, WWS
Week 7-2	Managing Individuals: differences at work #2	Final Term paper Assigned	2	CLO1- 4	Interactive,	Participation, Case, submitted writing, quiz	Presentation, participation	McGraw- Hill, Chapter 3	SFS, WWS
Week 8-1	Managing communication		2	CLO1- 4	Reading, Team discussion	Participation, Case, submitted writing, quiz Weekly Quiz # 6 *2 nd Street Food Vendor visit [Recommend]	Presentation, participation	McGraw- Hill, Chapter 13	SFS, WWS
Week 8-2	Managing motivation-1		2	CLO1- 4	Interactive Presentations	Participation, Case, submitted writing, quiz	Presentation, participation	McGraw- Hill, Chapter 5	SFS, WWS
Week 9-1	Managing motivation-2		2	CLO1- 4	Interactive Presentations	Participation, Case, submitted writing, quiz Weekly Quiz # 7	Presentation, participation	McGraw- Hill, Chapter 7	SFS, WWS
Week 9-2	Managing Group and Team		2	CLO1- 4	Interactive, Reading, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation	McGraw- Hill, Chapter 10	SFS, WWS
Week 10-1	Managing international culture		2	CLO1- 4	Interactive, Reading, Team discussion	Participation, Case, submitted writing, quiz Weekly Quiz # 8	Presentation, participation	McGraw- Hill, Chapter 2	

Date	Topic	Lecture/ Class discussion	Hours	CLO	Teaching Methods	Assessment	Rubric	Handout/T extbook	Instructor
Week 10-2	Managing Globalization		2	CLO1- 4	Interactive,	Participation, Case, submitted writing, quiz	Presentation, participation	Clegg Chapter 13	SFS, WWS
Week 11-1	Project presentation: G1-G2 <u>Please check rubric below***</u>		2	CLO1- 4	Interactive, Reading, Team discussion	Participation Weekly Quiz # 9-10	Presentation, participation		SFS, WWS
Week 11-2	Project presentation: G3-G4 <u>Please check rubric below***</u>		2	CLO1- 4	Interactive, Reading, Team discussion	Participation	Presentation, participation		SFS, WWS
Week 12-1	Project presentation: G5-G6 <u>Please check rubric below***</u>		2	CLO1- 4	Interactive Presentations	Group project Presentation Weekly Quiz #10	Presentation, participation	Case Study assigned	SFS, WWS
Week 12-2	Project presentation: G7-G8 <u>Please check rubric below***</u>		2	CLO1- 4	Interactive Presentations	Group Project Presentation	Presentation, participation	Case Study assigned	SFS, WWS
Please check Sky	Final exam		3	CLO 1- 3	Individual work	Individual case response	Written Case analysis		SFS, WWS

*The teaching plan may be adjusted to fit the situational event of each trimester.



2. Evaluation Plan

Methods/ Activities	Description	Week	Percentage
Final Examination Level 1: No AI	Is an application and analysis using theories and models on a real case. The Final exam is an open book exam.	13	20%
Mid-term Examination Level 1: No AI	Is an application and analysis using theories and models on a real case. The Mid-term exam is an open book exam.	7	20%
Quizzes Level 1: No AI	Quizzes based on books and lecture (Closed book quizzes)	2-11	10%
Group Project Report - Level 2: AI Planning only Brain storming, design - Level 3: AI Collaboration	Experiential Learning and case analysis that covers all theoretical subjects covered Week1-Week6 [Street Food Vendor project]	2-10	20%
Individual assignment Level 2: AI Planning only	Final group project is an analysis of a concrete case, with the purpose of solving the business issue, using all subjects covered [ING Case]	4 & 8	10%
Peer Evaluation N/A	Team members contribution levels <i>***Peer Evaluation score may be deducted from the the total score of group assignment if any members are less contributions</i>	11-12	(-5%)
Presentation + Q&A Level 2: AI Planning Level 3: AI Collaboration	Presentation of key analytical perspectives on the case and suggested management & organizational solutions.	11-12	10%
Class Attendance & Participation N/A	Class attendance and Participation are Judged quantitatively based on stickers distributed	1-12	10% (5%+5%)

3. Course Assessment

Raw Score	Grade
90 – 100	A
85 – 89	B+
80 – 84	B
75 – 79	C+
70 – 74	C
65 – 69	D+
60 – 64	D
< 60	F



Presentation Rubric*

*The final rubric will be confirmed by subject lecturers

	F & D (≤ 69)	C (≥ 70)	B (≥ 80)	A (≥ 90)
Organization & Content (10%)	Presentation has no logical sequence of information, content is disorganized, irrelevant, or inaccurate	Audience has difficulty following the presentation, unsupported assertions or illogical conclusions	Logical sequence of information allows the audience to follow presentation from introduction through conclusion, assertion support chain evident	Information presented in logical, interesting, and flowing sequence from introduction through conclusion & content depth supports assertions and recommendations
Research, Subject Knowledge, Resources (50%)	Presenter does not have an accurate grasp of information and cannot intelligently answer questions about the subject, plagiarism	Basic knowledge of subject is demonstrated, but elaboration is minimal, or presenter fails to answer questions, references missing or limited research	Presenter demonstrates in-depth subject knowledge, is at ease with material, answers questions thoroughly, solid research with cited references	Presenter demonstrates expertise in subject through clear and concise explanation, elaboration, question and answer, and key points delivery. Credible, in-depth, and accurate research and data analysis with cited references that supports presentation
Visual Aids (10%)	Presentation has spelling and grammatical errors, is irrelevant, or difficult to interpret	Limited visual aids support presentation	Presentation has relevant visual aids that provide evidence to support assertions and recommendations	Clear and creative visual aids enhance the presentation, reinforce key points, and engage the audience
Delivery (30%)	Presenter reads slides, mumbles, speaks too quietly, has little to no eye contact, and has many non-word or filler interjections (um, uhh, ahh, well, so, etc.)	Presenter's pace is too slow or fast, jumps around, voice is low or unclear, multiple interjections distract audience, or fails to elaborate on key findings.	Presenter clearly and effectively communicates key ideas, speaking and pace comfortable for audience	Presenter clearly and effectively communicates ideas and engages the audience; concise highlighting of key points is engaging

Written case Rubric

*The final rubric will be confirmed by subject lecturers

	A≥90	B≥80	C ≥70	D≥60	F≤ 59
Understanding and application of course theories/ concepts - 20%	Excellent knowledge of the theories/ concepts shown	Very good knowledge of the theories/ concepts shown	Adequate knowledge of the theories/ concepts demonstrated.	Several errors or omissions in knowledge of theories/concepts	Fails to demonstrate knowledge of the theories/concepts
Case analysis – 20%	Insightful throughout. Completely developed all relevant information	Specific, solid. Less carefully developed. Some insight	Appropriate. Lacks depth or should be more specific. Identified only the main issues	Vague, obvious, underdeveloped, or too broad. One or more main issues not identified. Limited evidence of critical thinking.	Several main issues not identified. Oversimplified, vague, unclear, or cannot be understood. Little or no evidence of critical thinking
Synthesis of course theories/ concepts and case analysis - 30%	Convincingly interpreted and linked to theories/ concepts. Considers context and limits of position where appropriate	Relevant. Appropriately interpreted and linked to main theories/concepts	Some obvious or superficial connections to theories/concepts	A few generalized connections made. Connections not clearly linked to case	No clear connections between the facts of the case and relevant theories/concepts
Business judgment – 15%	Thorough understanding of the application of related business concepts and judgment to the case	Good business judgment, logical reasoning, and some understanding of related course concepts	Some sound business reasoning applied	Show limited application of business reasoning. May have a few minor errors of fact	Inappropriate, and/ or off-topic generalizations, faulty assumptions, or major errors of fact
Organization – 10%	Organizational strategy creates a persuasive logical flow with smooth transitions	Organizational strategy contributes to understanding. Most transitions are smooth	Appropriate but unevenly developed. Should do more to support the logical flow of the paper, May have a few awkward/missing transitions	Inappropriate and/ or inconsistent organization. Hard to follow the logical flow. Several poor/missing transitions	No organizational strategy is evident. Rambles. Connections between paragraphs are confusing. Sentences within some paragraphs are unrelated
Documentation of sources (if applicable) – 5%	Thoroughly documented in proper format.	Sources are almost always carefully documented	Sources mostly documented, occasional misses	Sources are poorly documented	Documentation is inappropriate or absent



TEACHING MATERIAL AND RESOURCE

1. Required Reference List

Required Text Book: Managing & Organizations –An introduction to theory and practice 7th edition
Authors: Clegg, Kornberger, Pitsis, Mount
Publisher: Sage Publishing
ISBN: 978-0-19-060309-1

2. Required Reference List

Required Text Book: Organisational Behaviour and Management 12 edition
Authors: Konopaske, Robert
Publisher: McGraw-Hills Publishing
ISBN: 978-1-265-28074-1

Other Literature [As assigned in class]

Alvesson, M. Blom, M. & Svenningsson, S. (2017) Reflexive leadership in an imperfect world. Sage London. Chp. 1, 2, 6, 7, 8.

Beckert, J. (2021). The Firm as an Engine of Imagination: Organizational prospection and the making of economic futures. Organization Theory, 2(2), 26317877211005773.

Mintzberg, H. (1983) Structures in fives: Designing effective organizations. Prentice-Hall

COURSE POLICY

Academic Dishonesty

Academic dishonesty is prohibited at MUIC. It is a serious offense because it diminishes the quality of scholarship and makes accurate evaluation of student progress impossible. ***Please refer and adhere to the rules and regulations regarding an academic dishonesty stated in the Student Handbook.***

Final Examination

The final examination date is arranged by the Office of Academic Affairs. Students must make sure that there is no examination clash on that date and time. Request to change examination time will not be granted. The final exam will be based on an analysis of a case. The final exam is a 3-hour open book exam.

Quizzes

All quizzes will be given at a time chosen by the instructor.

Group presentation

There are 1 case solution presentation and b. one final paper presentation.

Case solutions must be uploaded to Turnitin before class, in a power point format. It summarize last class case – max overheads are 6 excluding frontpage. Each group will have 2 presentations, each of a value of 5 points.

Paper presentation is a presentation of a scientific paper. The value of the presentation is 4 points

Group Project

In order to challenge students in applying and synthesizing the knowledge learnt, students are required to present an analysis of a case of its organizational, interpersonal/team, or individual structures or processes. A group presentation will be held on Week 12 to reflect the case.

Group Assignment:

In order to facilitate the students understanding of different basic concepts, the students have to make small observational studies applying the concept learned. All assignments will contain some hours of observation, interview or case analysis. The last assignment is an evaluation of your group work based on the different group and individual theories supplied.

Class Attendance and Participation

Attendance is mandatory. Students must attend at least 80% of the total class hours of the course. This is a maximum of 6 absences. Please note that, student arriving 10 minutes late to class will be marked as L – Late. Two L will be counted as one A - Absent. Those whose attendance falls below 80% will not be eligible to attend the final exam, and therefore will receive no grade points for final examination.

Participating in class is important. By contributing with questions, analytical based opinions, and arguing for a certain perspective the student will learn to think and analyze all cases from different positions and will learn to appreciate others viewpoint. The objective will be to develop a supportive learning environment through which students become more comfortable with actively contributing to the class. Class PSD refers to the process of in-class learning involving participation, sharing, and development. The students must contribute a minimum of 20 times (0.25% each) in order to get maximum participation points (5%). More details about the different contributions students can make within class will be discussed in the course introduction.

Uniform Policy

A proper dress code is part of the written policy for student conduct, including exchange and visiting students. MUIC is a high-profile institution, and it is considered quite an honor to be wearing its uniform. Students are expected to strictly follow the university dress code norms. No cut-off jeans, shorts, mini or short skirts, tank tops or low-cut blouses, flip-flops, rubber or plastic sandals, or house slippers are permitted. If the students neglected to wear the proper uniform, he/she will not be allowed to enter the classroom and will be marked as absent on that day.

Calculators

Scientific calculator is required in most of the classes. It is the students' responsibility to bring the calculator for every class. ***Students are not allowed to use smart phones during the quiz and examinations*** and if use, will be considered as violating the examination according to Mahidol University International College policy.

Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - Mid-trimester feedback that are anonymous from students
 - Formal student evaluations at the end of trimester with the results monitored by a Program Director
2. Strategies for evaluating teaching methods
 - Peer evaluation based on class visits
 - Formal student evaluations at the end of trimester on teaching methods
3. Improvement of teaching methods
 - Attendance of teaching and learning training/seminars
 - Improvement through Closing the Loop activity using feedbacks from students and results of the evaluation of Course Learning Objectives
 - Dialogue with peers
4. Verification process for evaluating students' standard achievement outcomes in the course
 - Comments from students on learning outcomes and evaluation criteria
 - Formative feedbacks to students' project and papers are communicated to students
 - Evaluations of Course Learning Objectives by faculty members through several evaluation methods recorded in an Assurance of Learning (AoL) report.
5. Review and plan for improving the effectiveness of the course
 - Continuous improvement through Closing the Loop activity using feedbacks from students and results of the evaluation of Course Learning Objectives
 - Formal dialogue among Program Directors, AoL and Curriculum Development subcommittee and responsible faculty members

MUIC Policy on AI Use in Teaching and Learning

Effective Trimester 3/2024-2025

To align with Mahidol University's AI policy and ensure responsible and effective AI adoption, the working committee on AI Usage in Academic Committee has drafted guidelines for faculty, both full-time and part-time, and students, fostering ethical practices and innovation while maintaining academic integrity and compliance with university standards.

All course lecturers are required to:

1. Provide AI assessment scale (see below) in the course syllabus

Additional conditions/requirements can be added by the program director or the course lecturer as needed. The AI Assessment Scale can be posted on the course syllabus when mentioning the course assessment activities.

AI Assessment Scale	
Level	Description
1	No AI: The assessment is completed entirely without AI assistance in a controlled environment. Students rely solely on their existing knowledge, understanding, and skills.
2	AI Planning: AI is used for pre-task activities like brainstorming, outlining, and initial research. The focus is on using AI effectively for planning, synthesis, and ideation, while students independently refine and develop ideas.
3	AI Collaboration: AI is used to assist in completing tasks, including idea generation, drafting, feedback, and refinement. Students critically evaluate and modify AI outputs to demonstrate understanding.
4	Full AI: AI can be extensively used to complete tasks, with students directing AI to achieve assessment goals. Critical thinking and engagement with AI for problem-solving are essential.
5	AI Exploration: AI is employed creatively to solve tasks, generate novel insights, or explore innovative solutions. This level encourages students and educators to co-design unique AI-driven assessment approaches.

2. Specify the permitted level of AI use for each assessment activity

All course assessment activities, including midterm and final examination, must stipulate the level of AI usage (from Level 1 – 5), please see AI Assessment Scale above. See example below.

Course assessment/learning outcome assessment:

Individual In-Class Quiz (Level 1: No AI)

- The use of AI is prohibited. Any use of AI tools during the quiz will result in a penalties and shall be subject to disciplinary action.

Research Report (Level 2: AI Planning)

- Students may use AI to generate initial ideas, explore key concepts, or create an outline. However, the final analysis, synthesis, and writing must be entirely the student's own work. Proper citations must be provided for any AI-generated insights used in the research process.

Group Presentation (Level 3: AI Collaboration)

- AI may be used to assist in generating content ideas, drafting slides, and refining presentation. Students are expected to critically evaluate AI-generated suggestions and modify them to align with course objectives. The final presentation must reflect the student's independent understanding and strategic decision-making.

Final Examination (Level 1: No AI)

- The use of AI is prohibited. Any use of AI tools during the quiz will result in a penalties and shall be subject to disciplinary action.

3. Students Acknowledgement of AI Use

For any coursework that permits the use of AI (Levels 2-5), students must include an AI Acknowledgment Statement when submitting their work. Failure to include this statement where AI has been used may result in penalties and be considered a disciplinary action.

I acknowledge the use of [provide AI tool used here] to

- Generate ideas, outline, and for initial research
- Data analysis and visualization
- Language and grammar assistance
- Programming and coding
- Design graphics, layouts, or presentations with AI design tools
- Generate visual or multimedia elements
- Customize content formatting
- Create music, sound effects, or other audio elements
- Generate citations or bibliographies
- Others (please specify)

.....(Student's Signature)
(Student's full name)

4. Lecturer's responsibility for course work grading

The responsibility for grading coursework lies solely with the course lecturer. All grades awarded must reflect the professional judgment, academic expertise, and independent evaluation of the lecturer to ensure fairness, accuracy, and integrity in the assessment process.