

Course Code: IBB2304

Degree: Bachelor

Course Name: Business Ethics and
Responsibilities in Society

Curriculum : International
Business

Credit: 3

Faculty/College: Digital
international business

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name: IBB2304 Business Ethics and
Responsibilities in Society

Thai: /

English: IBB2304 Business Ethics and Responsibilities in
Society

3. Course Category

General Education

Required Course

Elective Course

Others

4. Course Coordinator and Instructor: Ms HU CAIMEI

Course Coordinator :No

Instructor : Ms HU CAIMEI

Contact Information: No

email : hu.ca@ssru.ac.th

5. Semester and Academic Year

Semester: 1 Academic Year:2568

Year of Study:

3

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6. Pre-requisite courses (if any): /

7. Co-requisites (if any):/

8. Class Location:36/3624

9. Date of Last Curriculum Revision: 30 JUNE 2568

10. Alignment between the course, the University's vision of
"A leader in producing professionals", and the requirements
for higher education standards at bachelor's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
The course develops	Modules integrate	Emphasis on critical	Use of digital tools

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<p>ethical decision-makers capable of leading CSR initiatives and aligning business goals with societal well-being.</p>	<p>SDGs (e.g., SDG 10 Reduced Inequalities, SDG 13 Climate Action) into ethical strategies and projects.</p>	<p>thinking, self-reflection, and adaptive problem-solving ensures graduates remain ethical leaders in evolving contexts.</p>	<p>for researching ethical issues, simulating dilemmas, and presenting CSR plans aligns with modern professional demands.</p>
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Section 2 Course Description and Course Learning Outcomes:

CLOs

1. Course Description

Thai: No

English : This course explores the ethical responsibilities of businesses in a globalized society. It examines theoretical frameworks (e.g., utilitarianism, deontology, virtue ethics) and their application to real-world business dilemmas. Topics include corporate social responsibility (CSR), sustainability, ethical leadership, stakeholder management, and the role of businesses in addressing societal challenges (e.g., inequality, climate change, ethical governance). The course integrates Sustainable Development Goals (SDGs) and emphasizes critical thinking, ethical decision-making, and the development of strategies for ethical business practices.

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
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48 Hours/Semester 3 Hours/Week	/ Hours/Semester /Hours/Week	3 Hours/Semester / Hours/Week
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Course Type Lecture Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling (at least 1 hour per week)

3.2 Application of digital technology in academic consultation

4. Course Objectives

4.1 To introduce students to foundational ethical theories and their relevance to business contexts.

4.2 To develop critical thinking skills for analyzing ethical dilemmas in business.

4.3 To explore the role of businesses in promoting social responsibility and sustainability.

4.4 To equip students with tools for designing ethical strategies and practices aligned with SDGs.

4.5 To foster ethical leadership and communication skills for advocating responsible business practices.

5. Course Learning Outcomes (CLOs for OBE program) (LOs for TQF program)

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CLO/LO 1: Analyze foundational ethical theories (e.g., utilitarianism, deontology) and their application to business contexts.

CLO/LO 2 : Evaluate ethical dilemmas in business using logical reasoning and ethical frameworks.

CLO/LO 3 : Design ethical business strategies that align with CSR and sustainability goals (SDGs).

CLO/LO 4 : Assess the role of businesses in addressing societal challenges (e.g., inequality, climate change).

CLO/LO 5 : Demonstrate ethical leadership and communication skills in advocating for responsible business practices.

6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitud
	R	U	Ap	An	Ev	C		

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								e)
CLO1		✓						
CLO2		✓					2	
CLO3		✓					3	
CLO4			✓				3	
CLO5		✓						1

Cognitive Domain

R=Remembering U=Understanding Ap=Applying

An=Analyzing Ev=Evaluating C=Creating

Psychomotor Domain

1. Imitation 2. Manipulation 3. Precision 4. Articulation 5.

Naturalization

Affective Domain

1. Receiving 2. Responding 3. Valuing 4. Organization 5.

Characterization

AUN QA Criterion: 1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.

<i>CLO</i>	<i>Description</i>	<i>Cognitive Domain</i>	<i>Psychomotor Domain</i>	<i>Affective Domain</i>
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CLO 1	Analyze foundational ethical theories (e.g., utilitarianism , deontology) and their application to business contexts.	✓ Understanding, Analyzing Recalls and explains theories. Breaks down concepts to see how they apply to real situations.		
CLO 2	Evaluate ethical dilemmas in business using logical reasoning and ethical	✓ Evaluating Makes judgments about the best course of action based on criteria	✓ Level 2 (Manipulation) Refers to following modeled examples in	✓ Responding , Valuing Shows willingness to engage with dilemmas and begins to see

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	frameworks.	(ethical frameworks).	speaking exercises or role-plays, showing beginning control over language use.	the value of a structured approach.
CLO 3	Design ethical business strategies that align with CSR and sustainability goals (SDGs).	✓ Creating Plans and generates novel strategies that integrate multiple concepts (ethics, CSR, SDGs).	✓ Articulation (Guided Response) Skills: Drafting policy proposals, creating implementation plans, designing CSR reports.	✓ Valuing Attaches value to sustainable and socially responsible outcomes, seeing them as integral to strategy.

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CLO 4	Assess the role of businesses in addressing societal challenges (e.g., inequality, climate change).	✓ Evaluating Critiques current business practices and judges their effectiveness in solving societal problems.		✓ Organizing Internalizes the belief that businesses have a profound duty to society, prioritizing this value in their worldview.
CLO 5	Demonstrate ethical leadership and communication skills in advocating	✓ Applying, Analyzing Uses knowledge of ethics to formulate persuasive	✓ Naturalization, Articulation Skills: Debating, persuasive writing, public	✓ Characterizing The ultimate goal. Displays a consistent commitment to ethical

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	for responsible business practices.	arguments.	speaking, leading meetings, negotiating. Demonstrates these skills with confidence and professionalism.	principles and advocates for them, influencing others. This becomes part of their identity.
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Example: Mapping with Learning Domains (OBE/TQF-Compatible)

Course Learning Outcomes (CLOs) for non-OBE program

LOs	Ethics (E)	Knowledge (K)	Skills (S)	Interpersonal skills and responsibilities	Numerical analysis skills, communication, and the use
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				(C)	of information technology (IT)
LO1		✓			✓
LO2			✓		✓
LO3			✓		✓
LO4	✓		✓		
LO5	✓			✓	

7. Course improvement based on feedback from stakeholders
(if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback

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Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs/LOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
CLO 1	<i>K, IT</i>	Flipped Learning: Pre-class video on ethical theories – In-class: Interactive lecture + ethical dilemma analysis – Use of digital ethics case databases and decision-making tools	Online quiz on ethical frameworks – Concept map of ethical decision-making processes
CLO 2	<i>S, IT</i>	Flipped Learning: Watch real-world ethical dilemma scenarios at home – In-class: Role-play of ethical decision-making in business contexts – Use of	Ethical reasoning assessment rubric – Recorded ethical analysis presentation

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		ethical reasoning simulation software	
CLO 3	<i>S, IT</i>	Flipped Learning: Analyze corporate social responsibility reports – In-class: CSR strategy development workshop + peer feedback – Use of sustainability assessment tools	CSR plan development rubric – Peer evaluation of ethical strategy proposals
CLO 4	<i>S, E</i>	Flipped Learning: Research ethical leadership models – In-class: Ethical leadership simulation exercises + peer review – Use of collaborative ethical decision-making tools	Ethical leadership competency rubric – Self-assessment of ethical decision-making and social responsibility
CLO 5	<i>E, C</i>	Project-Based Learning (PBL): The core activity is the creation of a "Responsible Business Practice Advocacy Campaign."	Demonstrate ethical leadership and communication skills in advocating for responsible business practices.

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2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

<p>CLO 1/LO 1: Levels (according to Bloom's Taxonomy): e.g. Understanding or Applying or Analysis Behavior to be evaluated (Action Verb):</p>		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% – 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% – 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% – 100%)</p>
<p>Fails to identify key elements of ethical theories; comparisons are</p>	<p>Accurately describes and compares ethical theories with relevant examples;</p>	<p>Provides nuanced analysis of theories; applies them creatively to</p>

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inaccurate or superficial.	identifies strengths and weaknesses.	complex business scenarios with well-reasoned critiques.
<p>CLO 2/LO 2: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):</p>		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% – 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% – 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% – 100%)</p>
<p>Unable to identify ethical issues; recommendations lack logical or ethical justification.</p>	<p>Identifies ethical dilemmas and applies frameworks to propose logically sound solutions.</p>	<p>Analyzes multifaceted dilemmas; defends recommendations with robust ethical</p>

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		reasoning and considers broader implications.
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<p>CLO 3/LO 3: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):</p>		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% – 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% – 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% – 100%)</p>
<p>Strategies are unrealistic, lack alignment with CSR/SDGs, or</p>	<p>Designs coherent strategies that address CSR/SDGs and consider key</p>	<p>Creates innovative, scalable strategies that deeply integrate ethics, CSR, and</p>

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ignore stakeholder interests.	stakeholders.	SDGs with measurable impact.
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<p>CLO 4/LO 4: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):</p>		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% – 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% – 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% – 100%)</p>
<p>Fails to recognize societal challenges; proposals are vague or irrelevant.</p>	<p>Identifies key societal issues and proposes practical solutions aligned with business</p>	<p>Offers insightful critiques of business roles in societal challenges; proposes innovative,</p>

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	capabilities.	ethically grounded solutions with long-term vision.
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CLO 5/LO 5: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):		
Below Expectation Expressed Results Below the expected criteria (Performance 0% – 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% – 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% – 100%)
Communication is unclear, unpersuasive, or lacks ethical	Communicates ideas clearly and persuasively; advocates for	Inspires and mobilizes others through compelling communication;

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reasoning; fails to demonstrate leadership.	ethical practices with logical arguments.	demonstrates visionary ethical leadership with actionable plans.
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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Introduction to Business Ethics	-	L2, P2	Lecture: What is ethics? Case study: Enron scandal. .	Quiz on key terms.	CAIMEI HU
2	Ethical Theories I: Utilitarianism & Deontology	CLO1	L2, P2	Lecture, group activity: Trolley problem debate.	Reflection paper.	CAIMEI HU
3	Ethical Theories II: Virtue Ethics & Justice	CLO1	L2, P2	Case study: Patagonia's ethical practices.	Group discussion.	CAIMEI HU
4	Ethical Decision-Making Frameworks	CLO3	L2, P2	Workshop: Applying frameworks to business dilemmas.	Ethical dilemma analysis (draft).	CAIMEI HU
5	Corporate	CLO3	L2, P2	Lecture for	CSR case	CAIMEI

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
	Social Responsibility (CSR)			CSR	study analysis.	HU
6	Sustainability and SDGs	CLO3	L2, P2	Documentary : "The True Cost" (fast fashion).	SDG research assignment.	CAIMEI HU
7	Midterm Exam	CLO1-3	L2, P2	Midterm exam	/	CAIMEI HU
8	Ethical Leadership	CLO3	L2, P2	Role-play: Handling ethical conflicts in teams.	Leadership reflection essay.	CAIMEI HU
9	Stakeholder Management	CLO3	L2, P2	Case study: Starbucks' stakeholder engagement.	Stakeholder analysis report.	CAIMEI HU
10	Business and Inequality	CLO3	L2, P2	Debate: CEO pay ratio vs. living wage.	Debate participation grade.	CAIMEI HU
11	Business and Climate Change	CLO3	L2, P2	Workshop: Carbon footprint strategies.	Climate action proposal.	CAIMEI HU
12	Ethical Marketing	CLO3	L2, P2	Case study: Dove's "Real	Marketing ethics	CAIMEI HU

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
	and Consumerism			"Beauty" campaign.	essay.	
13	Global Supply Chain Ethics	CLO3	L2, P2	Documentary : "Blood Diamond" supply chains.	Supply chain audit report.	CAIMEI HU
14	Group Project Presentations	CLO3	L2, P2	Student presentations of CSR plans.	Group project	CAIMEI HU
15	Course Wrap-Up and Future of Business Ethics	CLO3	L2, P2	Final exam review.	/	CAIMEI HU
16	Course Wrap-Up and Future of Business Ethics	CLO3	L2, P2	Final exam review.	/	CAIMEI HU
17	Final Exam	CLO3	L2, P2	Final Exam	F (40)	CAIMEI HU

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2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Subtest (Q)	10%	Week 2	Week 5	Week 11	–	–
Assignment (A)	30%	Week 3	Week 5	Week 7	Week 10	Week 15
Project and Presentation (P)	20%	–	–	–	–	Week 15
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	–	–
Final Exam (F)	20%	–	Week 17	Week 17	Week 17	–

Example:

<i>Measurement and Evaluation</i>	<i>Ratio</i>	<i>CLO 1</i>	<i>CLO 2</i>	<i>CLO 3</i>	<i>CLO 4</i>	<i>CLO 5</i>
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<i>Measurement and Evaluation</i>	<i>Ratio</i>	<i>CLO 1</i>	<i>CLO 2</i>	<i>CLO 3</i>	<i>CLO 4</i>	<i>CLO 5</i>
Subtest (Q)	10%	Week 2	Week 5	Week 11	–	–
Assignment (A)	30%	Week 3	Week 5	Week 7	Week 10	Week 15
Project and Presentation (P)	20%	–	–	–	–	Week 12–15
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	–	–
<i>Final Exam (F)</i>	<i>20%</i>	–	<i>Week 17</i>	<i>Week 17</i>	<i>Week 17</i>	–

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Sub-test	10%					
Computatio		3 no. of				

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Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
nal Thinking, Algorithms		Questio ns				
Introduction to Python programmin g						
Assignment	30%					
Projects and Presentatio ns	20%					
Midterm Exam	20%	20 no. of Questio ns	20 no. of Questi ons			

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Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<i>Final Exam</i>	<i>20%</i>			20 no. of Quest ions	20 no. of Questi ons	

4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak

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46 – 49	D–	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60–79% of students achieve performance levels between “Level 2: Meets	Most learners are able to achieve the minimum goals, with the results reflecting a good

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	Expectations” and “Level 3: Exceeds Expectations”	understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

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Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials: Ries, Eric. The Lean Startup. Crown Business, 2011.

1.2 Books, textbooks or learning resources from the Office of Academic Resources

1.3 Laboratory

1.4 Website, Software, or Devices

1.5 Practical Training and Internship Location

2. Learning Platform

<https://ssrudlp.ssru.ac.th/>

3. Learning materials from external sources

Identify Web Site, YouTube , Social Media, e-learning, etc.

4. Research for learning in the course (if any)

2.1 Research Title 1

2.2 Research Title 2

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Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

Course Assessment Form

Assessment Form for Teacher Assessment (reg
Website)

Discussion and Exchange of opinions between
lecturers and students

Reflection on student behavior

Receiving feedback from students through
communication channels designated by the professor.

Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

Student Exam Results

Verification / Validation of Academic Learning
Outcomes and Student Learning Achievement

Assessment by the examination committee

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Observation by the instructor team

Observation by Stakeholders (Identified) ...

Others (specified) ...

3. Course Implementation Improvement Plan

Organizing seminars or conferences on teaching and learning with stakeholders

Research on learning management both inside and outside the classroom

Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation

Review of Grading and Evaluation by Academic Committees of Faculties/Departments

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Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum

Others (specified) ...

5. Course Review and Improvement Plan

Annual Course Revision Based on the Auditor's Suggestion in number 4

Annual course revision based on student assessments and comments

Others (specified) ...

CAIMEI HU

Course Coordinator