

Prince Mohammad Bin Fahd University

UNDERGRADUATE BUSINESS CURRICULUM

PREFACE

The *Undergraduate Business Curriculum Design* describes the curricula for awarding five bachelors degrees in Business Administration, Management Information Systems (MIS), Accounting, Finance and HRM. The programs are designed to meet international accreditation standards, and all programs are open for both male and female students. All these programs contain closely related subject areas, and common courses are shared in several instances.

The programs prepare students to be global citizens and life-long learners. The volume introduces the constructivist pedagogical approaches and engaging, learner –centered educational experiences that students go through while participating curricular and co-curricular activities that promote their intellectual, academic, professional and personal growth.

The classroom experience for students in the College of Business Administration is highly student-centered, interactive, and communicative. Wherever appropriate, courses combine both theoretical and conceptual content, enhanced with practical opportunities. Graduates from the College of Business Administration are self-directed, motivated, technically competent professionals with strong communication skills, capable of effective teamwork and leadership.

Throughout all programs, the College of Business Administration programs build upon the distinguishing characteristics of the PMU and the core competencies that the university wishes to instill in its graduates. The PMU skills and competencies are especially important to the success of students entering today’s rapidly changing global business environment.

For the efficient delivery of these degree programs, coordination of faculty effort across common subject areas is maintained. Consequently, faculty are selected to maintain a cross-disciplinary attitude to delivering both the common courses in addition to specialty courses.

Dr. Issa Al Ansari

University President

Prince Mohammad Bin Fahd University

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II. PROGRAM DEFINITION

A. PURPOSE

The College of Business Administration prepares students to assume a wide range of professional positions through an innovative curriculum and world-class international faculty. Faculty members use their proven record of research and/or an extensive business background to help students develop the abilities necessary to succeed in a global economy. Graduates will have succeeded mastering an integrated and comprehensive curriculum that balances both applied experience and academic theory, and rigorous liberal arts coursework that adds an extra dimension to prepare them for a successful professional and personal life. Graduates will have developed and demonstrated critical professional capacities such as written and verbal communication skills, analytical abilities, multi-cultural competence, and team-building capabilities based on a mindset of social responsibility, and will be adequately provided with the expertise, knowledge, skills, and traits to become a contributor to the accomplishment of the Kingdom of Saudi Arabia's Vision 2030.

B. VISION

COBA desires to be a unique and distinguished academic unit that creates, educates, and stimulates a community of socially engaged, intellectually inspired, and globally oriented leaders and thinkers. The programs shape students for a wide range of professional occupations through innovative curricula and a truly international faculty. In this regard, the COBA vision translates into:

Preparing future business administration, finance, accounting, management information systems, and human resource management professionals.

Enriching and developing intellectual resources.

Exploring innovative instructional methods and technologies.

Providing the highest-quality and most effective preparation for successful careers as business professionals.

Establishing communication and exchange of ideas between the academic and the business society.

Becoming a recognized model business school in the Eastern Province of the Kingdom and beyond, by providing excellent education and exemplary scholarly research, and by paving the way for social and economic development.

C. MISSION

“The College of Business Administration at Prince Mohammad Bin Fahd University promotes high-quality education and knowledge development by fostering an engaged learning environment that encourages students and faculty to pursue professional excellence. The College achieves distinction in meeting the workforce and information needs of our stakeholders by ensuring quality teaching, impactful research, and engagement with the community.” Consistent with the overall mission of Prince Mohammad Bin Fahd University, the mission of the College of Business Administration is to elevate its status to a recognized international center of business education and scholarship, committed to preparing future leaders who will excel in today's dynamic global business environment in the Kingdom of Saudi Arabia and beyond. COBA develops educational programs with impact, fosters alliances between students and faculty, provides outreach to the community, and makes research discoveries of lasting consequences.

PMU's commitment to its stakeholders empowers the College of Business Administration to create maximum value by delivering scholarly education, learning, and service in the following ways:

Through the scholarship of learning we create an environment in which students acquire knowledge and develop skills to be effective leaders in their respective professions and communities.

Through the scholarship of discovery we develop, integrate, and apply new ideas by employing

traditional and innovative research approaches that transcend conventional boundaries.

Through the scholarship of service our faculty and students share their knowledge and skills to the benefit of partner organizations, our alumni, our community, and other stakeholders worldwide.

III. OVERVIEW OF ACADEMIC PROGRAMS

A. THE BACHELOR OF SCIENCE IN ACCOUNTING

This degree program provides the student with the necessary background for professional careers in government, industry and public practice. Career opportunities include working in an international public accounting firm, or as a controller or chief financial officer in government, public or non-government organizations. Students majoring in accounting also may be employed as internal auditors and financial analysts.

The focus of the profession has been shifting toward consulting with new services such as accounting information systems, personal financial planning, and investment advising taking on a more prominent role. The degree program allows the student to complete sufficient course work in related business disciplines such as finance or information systems, which may lead to careers in accounting information systems consulting, personal financial planning, and investment advising.

The coursework required in this program provides a good foundation for those who plan to take the Fellowship Exam conducted by the Saudi Organization of Certified Public Accountants. Students who wish to sit for the CPA exam in the United States need to take additional courses. This program also offers a foundation for graduate programs in business.

B. THE BACHELOR OF SCIENCE IN FINANCE

Sound financial thinking along with an understanding of the structure of the financial system and of financial tools are essential to the success of any organization. This degree program provides appropriate professional preparation for students working toward careers in financial planning, analysis, financial institutions, treasury, investments or government. The program is designed to cover key finance areas including money and capital markets, corporate finance, measuring return on investment, financial planning and budgeting, capital budgeting, capital structure, cost of capital, dividend policy, investments, valuations, security analysis, and portfolio management.

By its very nature, finance uses prerequisites in accounting, economics, statistics, and quantitative tools necessary in understanding a complex, global society. Graduates would be prepared to work in different organizations and to eventually become vice president of finance, treasurer, controller or chief executive officer. The finance background could be one of the building blocks in many managerial and leadership positions.

This program offers excellent preparation for students intending to study at the advanced degree level. Students are encouraged to earn professional finance certifications such as Certified Financial Planner or Chartered Financial Analyst.

C. THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

This degree program provides appropriate professional preparation for students working toward careers in general business or administration. The Business Administration degree seeks to develop a well-rounded student who has a broad skill-set in all business disciplines.

This degree program provides professional preparation for students working toward careers in business. In pursuing a Business Administration degree, students develop the skills and orientation of a well-rounded generalist with a broad base of business skills, knowledge and practical experience. In addition to the business core, students are required to take two additional courses in accounting, finance and MIS.

This approach ensures that the business administration student also develops competencies in other major areas beyond introductory courses. It further gives students opportunities to choose courses

from a selection that represents areas in which business students should be competent. These are contemporary courses that define the current business environment, and are constantly updated. Furthermore, depending on the evolution of the business environment, these courses could be replaced by ones considered more relevant and up-to-date.

D. THE BACHELOR OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

The interdisciplinary field of MIS combines and blends theories and practice from business administration, technology, and social science. The MIS curriculum at the PMU's College of Business exposes the student to a variety of courses including systems analysis and design, object-oriented programming, database design and administration, computer and information systems, management of telecommunications and networks, e-commerce and web design. The MIS academic program consists of a specially designed curriculum that emphasizes conceptual, analytical, technical and interpersonal skills.

The mission of the MIS undergraduate program at PMU is to prepare professionals who can make the most effective use of Information Technology in the solution of business problems in today's global business environment. The learning process in MIS is driven by a high-quality of active learning, where students get foundation business knowledge, learn Information Systems essentials and develop problem solving methodologies which enable them to find effective solutions for business problems.

Our MIS graduates are extraordinarily well-prepared for work in information systems. At PMU, we expect our MIS graduates to have three areas of distinct competency: business knowledge, technical skills, and interpersonal skills.

E. THE BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

This degree program provides appropriate professional preparation for students working toward careers in general business or administration. The Human Resource Management degree seeks to develop a well-rounded student who has a broad skill-set in all business disciplines.

This degree program provides professional preparation for students working toward careers in business and pursuing a Human Resource Management degree. Students develop the skills and orientation of a well-rounded generalist with a broad base of business skills, knowledge and practical experience. In addition to the business core, students are required to take two additional courses in accounting, finance, MIS, and Business Administration.

This approach ensures that the business administration student also develops competencies in other major areas beyond introductory courses. It further gives students opportunities to choose courses from a selection that represents areas in which business students should be competent. These are contemporary courses that define the current business environment, and are constantly updated. Furthermore, depending on the evolution of the business environment, these courses could be replaced by ones considered more relevant and up-to-date.

IV. ADMINISTRATION AND FACULTY

A. COLLEGE ADMINISTRATION

The College of Business Administration falls under the authority of the Vice Rector of Academic Affairs and is administered by the Dean of the College of Business Administration.

The College of Business Administration is responsible for the organization and administration of four degree programs:

- Bachelor of Science in Accounting
- Bachelor of Science in Finance
- Bachelor of Science in Business Administration
- Bachelor of Science in Management Information Systems
- Bachelor of Science in Human Resource Management

Additionally, the College of Business Administration is responsible for the Master of Business Administration degree and the Executive Master of Business Administration degree.

Detailed descriptions of the duties of the Vice Rector of Academic Affairs, the Dean of the College of Business Administration and the Chairs and Associate Chairs of the college's departments are provided in the report *PMU Organization*.

B. DEPARTMENTAL ADMINISTRATION

Responsibility and authority for the daily operation of the college's five undergraduate degree programs lays in its three departments: Department of Accounting and Finance, Department of Management, and Department of Human Resource Management.

- The Department of Accounting and Finance is responsible for the operation, administration, and management of the degree program and the degree-specific and elective requirements for the Bachelor of Science in Accounting and the Bachelor of Science in Finance.
- The Department of Management is responsible for the operation, administration, and management of the degree program and the degree-specific and elective requirements for the Bachelor of Science in Business Administration and the Bachelor of Science in Management Information Systems. It also administers the Master of Business Administration program and co-administers the Executive MBA Program with the PMU Center for Research Development and Continuing Education.
- The Department of Human Resource Management is responsible for the operation, administration, and management of the degree program and the degree-specific and elective requirements for the Bachelor of Science in Human Resources Management.

In each department, a Chair oversees instruction of male students and an Associate Chair oversees instruction of female students.

1. The Three-Department Structure

Though the college offers five major fields of study, it has three, rather than five, departments for a number of reasons. Three departments:

- Lower the cost of administration. This organization requires only three Chairs and three Associate Chairs for the departments.
- Encourage cooperation and coordination. In some institutions, programs find themselves competing for resources. One department overseeing two programs will encourage cooperation.

2. Departmental Responsibilities

The departments within the College of Business Administration set the tone for the entire college, including the relationships among faculty, students, and potential employing organizations. Smoothly run operations, therefore, are essential to the success of the program. The department is responsible for:

- Appropriate academic advising for students. The department strives to provide academic advising to students on an individual basis so as to determine the most appropriate course of study.
- Tutoring and remediation. In cooperation with the PMU Learning Resources Center, the faculty of the college create tutoring and supplementary instructional programs to assist students who need extra assistance with academic programs or study skills. A discussion of such offerings and the organization that provides them is provided in the report *Learning Resources Center*.
- Maintenance and development of the curriculum. The department manages continuous curriculum review and improvement. This function is primarily the responsibility of the professorial faculty.
- Provision of course materials to students. Each student is provided with all course materials by the program administration. These materials include: textbooks, cases, articles, and in general any readings that the students are expected to prepare. Providing these materials ensures that all students receive the same material, protects the copyrights of the material, and is an added benefit to the students.
- Maintaining the class calendar. The calendar for each class of entering students is published and followed from the first day of each academic semester. This calendar shows class meeting dates. It also lets students know in advance the dates for which they must prepare materials.
- Evaluation of faculty. The department is responsible for the development of policies and procedures for the evaluation of faculty that both inform and expand the university's policies on faculty evaluation. Each department is responsible for providing appropriate data and information to the College of Business Administration and to the university as required.

C. FACULTY SELECTION

The quality of faculty is a critical component of the quality and success of each degree program within the College of Business Administration. Faculty are academically well prepared and are proven effective teachers. Faculty are able to demonstrate a history and currency in providing quality education that aligns well with the PMU core competencies and with the PMU educational philosophy and methods that provide a student-centered and positive environment. The criteria for faculty are be:

1. Degrees and Teaching Experience

Faculty appointed to Professorial ranks hold a Ph.D. in a relevant discipline. Faculty appointed to Instructor ranks hold at least a Masters degree in a relevant field and have experience of working in a professional environment. Upper division (3000 and 4000 level courses) are normally only taught by faculty in Professorial ranks.

The college strives to maximize the proportion of faculty with terminal degrees. The college also ensures that faculty has significant prior teaching experience at the university level. This requirement can be established through statements of teaching philosophy and through demonstration of teaching techniques during an interview.

Preference is given to faculty who possess prior experience in teaching in cooperative and collaborative learning environments.

2. **English Language Skills**

All faculty are proficient in the English language. Preference is given to faculty who are either native English speakers or have achieved native-level proficiency as demonstrated by a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5. IELTS is recommended as a superior measure of English abilities. However, an equivalent score on TOEFL or other comparable exam may be substituted if necessary.

3. **Alignment to PMU Values**

The PMU has established defining institutional characteristics that have a significant impact on the nature of the university and its degree programs. These characteristics also impact the nature of faculty who teach within the college. Those characteristics include:

- A student-centered approach to education and instruction including utilization, engagement, feedback and repetition, as identified in the report *Undergraduate Core Curriculum Design*.
- A willingness to undertake professional development activities necessary to learn how to implement a student-centered, communicative classroom environment. Such activities are supported by the PMU Teaching Development Center.
- A personal and professional commitment to lifelong learning. Faculty promote lifelong learning attitudes and concepts, not only through their teaching, but also by modeling such attitudes by their personal and professional continuing education activities.
- Sensitivity to Arab cultural and Islamic religious practices and expectations.

4. **Student/Faculty Ratios**

In order to enhance opportunities for class participation and individual attention, the student/faculty ratio in classes and labs of College of Business Administration is kept as low as possible.

The College of Business Administration maintains a maximum student/faculty ratio of approximately 25/1 for lecture and laboratory classes. The college establishes a general class size maximum of 30 students for any single non-laboratory class. Classes that have laboratory components are restricted to no more than 25 students in order to ensure that appropriate facilities are available to those classes. The college further works to ensure that the largest classes are distributed across the faculty to minimize inequalities in workload.

5. **Gender**

In educating both male and female students, the College of Business Administration adheres to Saudi cultural and social protocols regarding separation of genders. It therefore recruits both male and female faculty in order to establish close teaching relationships between faculty and students. If female faculty are not available, courses are offered via closed circuit television to both genders using male faculty. Classroom requirements for instruction via closed circuit television are provided in the report *PMU Infrastructure Specifications*.

V. STUDENT ENROLLMENT

A. STUDENT BENEFITS

In order to meet the established and growing needs for skilled business professionals, the PMU College of Business Administration seeks to achieve a number of learning objectives for its graduates.

Students graduating from the College of Business Administration are well prepared professionally, capable of meeting or exceeding the demands of professional employment in the region, and committed to continued professional development and improvement.

Students graduate with the skills and experiences necessary to be technically competent in their field; capable of effective communication, cooperation and collaboration with professional peers; and able to provide leadership where appropriate.

Instructional techniques that utilize case studies provides a firm grounding in the real-life application of the academic knowledge and professional skills that they gain at the university. An ongoing emphasis on global business ethics prepares graduates for positions of responsibility and trust in organizations that conduct business worldwide.

The degree programs within the College of Business Administration:

- Create an understanding of the concepts and practices in the major business field and provide practical skills in support of those practices.
- Foster teamwork and leadership in the professional environment.
- Enhance the professional communication skills of the participants.
- Prepare graduates for meaningful roles in multi-cultural business environments both within the KSA and internationally.

Students graduating from the PMU with a degree from the College of Business Administration have the appropriate background, experiences and qualifications to immediately enter the professional workplace in accounting, business administration, finance, MIS, or human resource management. There is significant and well-established current need for professionals in these fields. The KSA, through privatization and the desire to place higher percentage of Saudi nationals in companies across the Kingdom, has increased the need for business graduates in all fields of business.

B. PMU CORE COMPETENCIES

As they work toward achieving the educational benefits outlined above for students, each of the degree programs within the College of Business Administration maintains values consistent with the goals of the university. The development of eight distinctive competencies (discussed in detail in the report *Undergraduate Core Curriculum*) are considered to be of value to all effective professionals. These competencies are keys to developing employable, life-long learners who can adapt to multiple careers over their lifetime. The eight PMU competencies are:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence
- Teamwork
- Leadership
- Globally Connected
- Conflict Resolution

The College of Business Administration provides an environment in which these core competen-

cies are both recognized in their importance and centrality to the degree programs and actively pursued within each degree program. The course syllabi within each of the degree programs (see Section VIII, Course Syllabi, of this report) include specifications of the learning environment and activities and assignments specifically designed to:

- Foster improved communication through classroom and other presentations and through discussion and critique of those presentations.
- Enhance analysis, synthesis and other critical thinking and problem solving components through programming and other projects throughout the curriculum. These competencies are addressed specifically through the three assessment courses ASSE 2111 Learning Outcome Assessment I, ASSE 3211 Learning Outcome Assessment II, and the third assessment capstone course ASSE 4311: Learning Outcome Assessment III / Administrative Strategy and Policy.
- Provide opportunities for teamwork and leadership skills to be practiced through group projects within much of the curriculum and particularly within the capstone sequence.

C. ADMISSIONS PROCESS AND REQUIREMENTS

The character and quality of students entering the College of Business Administration defines the quality of the degree programs within the college as well as the quality of the graduates entering accounting, business administration, finance, MIS, or human resource management professional environments.

Admissions to the College of Business Administration are open to students who have successfully completed the PMU Preparation Year Program or who have met the university criteria for bypassing the program.

The degree programs in the College of Business Administration are designed to accept both male and female students.

1. Required Courses in the Preparation Year Program

The PMU Preparation Year Program (as described in the report *Preparation Program Design*) prepares students for the university with a curriculum of courses in English language, mathematics, and study skills and learning strategies. All students are required to follow the same curriculum (with placement in English courses tailored to their abilities) during the first semester. During the second semester, however, students have a choice of two mathematics courses, depending on their desired major at the university.

Students seeking entrance to the College of Business Administration take PRPM 0012: Intermediate Algebra, during the second semester of the Preparation Year Program.

2. Application for Admission

Upon completion (or waiver) of the Preparation Year Program, students make application to the college in which they wish to study. This application includes:

- Preparation Year Program Certificate of Completion
- PMU Placement Test results
- Interview with the college
- Essay on a topic assigned by the college

A detailed discussion of admissions requirements and procedures are contained in the report *PMU Admissions Plan*.

D. PERFORMANCE EXPECTATIONS

The College of Business Administration requires minimum standards of academic performance from its students. Using a 4.0 scale for course grades, the college requires that students maintain minimum grade point averages (GPA) for various categories of courses consisting of:

- 2.0 GPA in all courses from the PMU Core Curriculum
- 2.0 GPA in all core business courses required by the college
- 2.25 GPA in all courses within the major

A student who receives a D (1.0) or F in any course is required to repeat the course and to achieve the required grade point average for that category of course. In the case of an elective, another elective may be selected. These students are required to participate in tutoring and remediation programs offered by the college faculty and the PMU Learning Resources Center. (See Section III. B. 2, Departmental Responsibilities, above).

Students may repeat a course one time, with additional repeats allowed at the discretion of the faculty. However, no more than 10 repeated courses are allowed over the student's career at the PMU. After the first repeat, prior grades count toward the student's GPA. For example: A student who receives a D followed by an A has the D erased and replaced with the A on the transcript. A student who receives an F followed by a D followed by an A has the F erased, and both the D and the A is averaged into the GPA.

In order to graduate, all students at the PMU are required to maintain an overall GPA of 2.0.

VI. THE EDUCATIONAL EXPERIENCE

A. TECHNOLOGY INFUSED ENVIRONMENT

Information technology is central and critical to all degree programs in the PMU College of Business Administration. Technology competencies are a hallmark of the successful student, and a technology-infused environment is a distinguishing characteristic of the university.

In the College of Business Administration, the quality of access to technology is a primary determinant in the quality of the educational experience of the student and the eventual professional competence of its graduates. The college bases its assumptions concerning learning and the learning experience on the universal availability of technology resources at all points on the university campus and from outside the campus through Internet-based resources.

1. Technology and the Classroom

Access to technology within the classroom is a necessary component of the degree programs within the College of Business Administration. Faculty and students involved in classroom presentations have access to modern presentation technology connected to university computing and library resources as well as to the Internet. Facilities recommended for "smart" classrooms are discussed in the report *PMU Infrastructure Specifications*.

2. Student Computing Requirements

Like all other students at the PMU, students within the College of Business Administration are required to have personal laptop computers. They have access to the university-wide technology-infused environment including wireless Internet access. However, students in the MIS Program have specific computing requirements that extend beyond the standard Microsoft Office applications of a typical laptop.

For all students, technologies such as interactive television, video conferencing and Blackboard or WebCT are central to maintaining effective communication between faculty and students and among students. The College of Business Administration makes extensive use of these resources to provide equal opportunities in learning within the context of gender separation. The college also provides for student-oriented discussion through Instant Messaging and online discussion groups. Technology enables students to directly submit materials, assignments and examinations, and to receive efficient communication of grades and faculty instructions.

The majority of major textbook publishers today provide electronic supplements to their books. Many of the textbooks recommended for the degree programs in the College of Business Administration include such supplements, which the instructor may choose to use as appropriate.

3. College Laboratory Requirements

Students majoring in accounting, finance, business administration, and human resource management are able to use their laptop computers for nearly all of the computing work that their courses require. Students majoring in MIS, however, require some specialized lab facilities. The College of Business Administration, therefore, provides a limited amount of computer laboratory space to meet student needs.

These computing laboratories are designed to accommodate at least 24 students. This requires providing 24 networked computer systems. Computing labs are typically built to a size that allocates 2 square meters per student as noted in the May 3, 2004 memorandum, *PMU Space Program: Report of Zuhair Fayez Architect visit to Austin, Texas*. These labs are designed similar to the general purpose computer laboratories described for the PMU College of Information Technology in the report *Undergraduate Information Technology and Computer Science Curricula*.

B. THE CLASSROOM EXPERIENCE

The College of Business Administration makes full use of specific classroom characteristics that reflect the defining characteristics of the university. These characteristics include:

- A technology-infused classroom experience
- A practical orientation to the curriculum
- A curriculum that values teamwork through the use of group assignments
- A curriculum that values student communication through classroom-based student presentations and class discussions

These characteristics are implemented through specific formative and summative assessment requirements as described in individual syllabi. (Syllabi for courses offered by the College of Business Administration appear in Section VIII., Course Syllabi, of this report.)

1. The Degree Programs

Each degree program consists of a minimum total of 120 semester credit hours in conformity to standards typical of North American universities as specified in the document *Defining Characteristics and Critical Path*.

Each of the degree programs offered within the College of Business Administration consists of four components:

- General Education Requirements. These requirements for the University Core Curriculum and College Core Curriculum include 60 credit hours of courses in the PMU core competencies, communications, Arabic Language and Islamic Studies, physical education, mathematics, laboratory science, and social and behavioral sciences. A detailed discussion of these requirements appears in the report *Undergraduate Core Curriculum Design*.

Among these requirements are the following courses from the PMU College Core Curriculum:

- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics
- MATH 1311: Finite Mathematics for Students of Business
- MATH 1312: Calculus for Students of Business.

- College of Business Administration Core. These requirements consist of courses that are common to all degree programs within the College of Business Administration. They represent a base of knowledge that is considered necessary for all business professionals. The 32 semester credits (11 required courses) in the College of Business Administration Core are:
 - MATH 1313: Statistical Methods
 - ACCT 2311: Fundamentals of Financial Accounting
 - ACCT 2321: Fundamentals of Managerial Accounting
 - BUSI 3311: Legal Environment of Business
 - BUSI 3312: Organizational Behavior
 - BUSI 3313: Marketing Principles
 - BUSI 3321: Operations Management
 - BUSI 4361: Entrepreneurship
 - BUSI 4351: Internship
 - FINA 3311: Financial Management Principles
 - MISY 2311: Introduction to MIS
- Particular Degree Program Requirements. Each degree program has unique requirements that differentiate the program from others within the college.
- Electives. Each degree program identifies the available electives and any constraints that apply to the elective selection.

2. The College of Business Administration Capstone Course

One of the critical components in the degree structure within the College of Business Administration is the capstone course and the internship program.

- Capstone Course: This component builds on the Capstone Series required by the PMU Core Curriculum, which begins in the sophomore year with ASSE 2111: Learning Outcome Assessment I and continues in the junior year with ASSE 3211: Learning Outcome Assessment II. The College of Business Administration capstone course integrates different functional areas and business perspectives through ASSE 4311: Learning Assessment III / Administrative Strategy and Policy.
- Internship: Additionally, each student is required to participate in an internship program equivalent to one course. The internship provides students with hands-on experience in their chosen field of study through work in a local company. It provides the opportunity to apply concepts learned in the classroom, while it gives the business fresh ideas it may apply to a problem or need. Internships also may provide employers with a risk-free chance to try potential employees.
- Directed Study Alternative: If it is deemed impossible for the student to participate in an internship, the student is allowed to take a directed study course. Such a course is designed to provide practical learning experience under the joint supervision of a faculty member and a practicing manager from a business in the Eastern Province.

VII. DEPARTMENTS AND MAJORS

A. DEPARTMENT OF ACCOUNTING AND FINANCE

The major in Accounting and Finance are administered through a single department of the College of Business Administration. The Chair of the Department of Accounting and Finance oversees the department as a whole and has primary responsibility for instruction of male students. He delegates responsibilities as appropriate to the Associate Chair, who oversees instruction for female students.

Content of the Accounting Degree Program

B.S. in Accounting								
PREPARATORY YEAR								
FIRST SEMESTER - Beginners			SECOND SEMESTER - Intermediate			THIRD SEMESTER - Advanced		
Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours
PRPE 0021	Enhanced Learning	10	PRPC 0041	Communication Skills	10	PRPC 0061	Communication Skills	10
			PRPW 0041	Writing Skills	10	PRPW 0061	Writing Skills	10
PRPC 0021	Communication Skills	10	PRPT 0041	TOEFL Preparation I	2	PRPT 0061	TOEFL Preparation II	2
			PRPL 0011	Theories & Applications of Learning I	2	PRPL 0012	Theories & Applications of Learning II	2
PRPW 0021	Writing Skills	10	PRPI 0041	Intermediate Enhanced Learning	1	PRPA 0061	Advanced Enhanced Learning	1
			PRPM 0011	Introductory Algebra	5	PRPM 0012	Intermediate Algebra	5
Total Contact Hours		30	Total Contact Hours		30	Total Contact Hours		30

FRESHMAN YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 1211	Introduction to Islamic Culture	2		ALIS 1212	The Social System in Islam	2	
COMM 1311	Written Communications	3		COMM 1312	Writing & Research	3	COMM 1311
UNIV 1211	Professional Development	2		UNIV 1212	Critical Thinking	2	
UNIV 1213	Leadership & Teamwork	2		PHED 1111	Active Living Lifestyle	1	
MATH 1311	Finite Math for Business	3	PRPM 0012	MATH 1312	Calculus for Business	3	MATH 1311
	Social Science Elective	3			Natural Science Elective	4	
Total Credit Hours		15		Total Credit Hours		15	

SOPHOMORE YEAR

FIRST SEMES-TER				SECOND SEMES-TER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 2211	Linguistic Communication Skills	2		ALIS 2212	The Biography of Prophet Mohammad	2	
ACCT 2311	Fundamentals of Financial Accounting	3	<i>PRPM 0012</i>	ACCT 2321	Managerial Accounting	3	<i>ACCT 2311</i>
ASSE 2111	Learning Outcome Assessment I	1	<i>Sophomore standing</i>	BUSI 2311	Principles of Management	3	<i>Sophomore standing</i>
COMM 2311	Oral Communications	3	<i>COMM 1312</i>	COMM 2312	Technical Communications	3	<i>COMM 1311</i>
ECON 1311	Introduction to Macroeconomics	3		ECON 1312	Introduction to Microeconomics	3	
MISY 2311	Introduction to Management Information Systems	3		MATH 1313	Statistical Methods	3	<i>PRPM 0012</i>
PHED 1112	Healthy Behaviors and Management	1					
Total Credit Hours		16		Total Credit Hours		17	

JUNIOR YEAR

FIRST SEMESTER				SECOND SEMES-TER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ASSE 3211	Learning Outcome Assessment II	2	<i>ASSE 2111</i>	BUSI 3312	Organizational Behavior	3	<i>BUSI 2311</i>
BUSI 3311	Legal Environment of Business	3	<i>JUNIOR STANDING</i>	BUSI 3313	Marketing Principles	3	<i>JUNIOR STANDING</i>
BUSI 3321	Operations Management	3	<i>MATH 1313</i>	ACCT 3312	Introduction to Accounting Information Systems	3	<i>ACCT 2321</i>
ACCT 3311	Intermediate Accounting I	3	<i>ACCT 2321</i>	ACCT 3321	Intermediate Accounting II	3	<i>ACCT 3311</i>
FINA 3311	Financial Management Principles	3	<i>ACCT 2321</i>	FINA/MIS XXXX	<i>Finance or MIS Elective</i>	3	
Total Credit Hours		14		Total Credit Hours		15	

SUMMER OF JUNIOR YEAR

Course Number	Course Title	Credit Hours		Pre-requisite
BUSI 4351	Internship	3	8 weeks full time (320 hours)	Minimum of 90 earned credit hours;

SENIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ACCT 4311	Auditing & Assurance Services	3	ACCT 3321	ASSE 4311	Learning Outcome Assessment III	3	ASSE 3211
BUSI 4361	Entrepreneurship	3	BUSI 3313	ACCT 4321	Accounting Management Planning	3	ACCT 3311
ACCT XXXX	Accounting Elective	3		BUSI 4362	Strategic Management	3	SENIOR STANDING
BUSI XXXX	Business Elective	3		ACCT XXXX	Accounting Elective	3	
BUSI XXXX	Business Elective	3		FINA/MIS XXXX	Finance or MIS Elective	3	
FINA/MIS XXXX	Finance or MIS Elective	3					
Total Credit Hours		18		Total Credit Hours		15	
ACCOUNTING TOTAL DEGREE CREDIT HOURS = 128							

SOCIAL SCIENCE ELECTIVES:

FREN 1311 Introduction to French Language
 PSYC 1311 Introduction to Psychology
 SUST 1311 Introduction to Sustainability

NATURAL SCIENCE ELECTIVES:

BIOL 1411 Introductory Biology
 CHEM 1411 Introductory Chemistry
 GEOL 1411 Introduction to Physical Geology
 PHYS 1411 Introductory Physics

ACCOUNTING ELECTIVES: *

ACCT 3301 Special Topics in Accounting
 ACCT 3331 Accounting for Extraction Industries
 ACCT 4312 Advanced Accounting
 ACCT 4314 International Accounting
 ACCT 4315 Forensic Accounting

BUSINESS ELECTIVES: *

BUSI 3301 Special Topics in Business
 BUSI 3323 Introduction to HRM
 BUSI 3331 Business Negotiations
 BUSI 3341 Advanced Statistical Methods
 BUSI 3351 Business Ethics
 BUSI 3361 Business Psychology
 BUSI 4341 Enterprise Resource Planning
 BUSI 4343 Project Management

FINANCE ELECTIVES: *

FINA 3312 Financial Institutions
 FINA 3313 Money & Banking
 FINA 3314 Financial Statement Analysis
 FINA 3321 Introduction to Islamic Finance
 FINA 4312 Advanced Financial Management
 FINA 4316 Capital Budgeting
 FINA 4351 Special Topics in Finance

MANAGEMENT INFORMATION SYSTEMS ELECTIVES: *

MISY 2312 Introduction to Programming for MIS
 MISY 2313 Intermediate Programming for MIS MISY 3311 Database Management
 MISY 3312 Introduction to Telecommunications
 MISY 3351 Introduction to Cybersecurity

* Junior Standing is required before registering elective courses

All prerequisite courses must have been successfully completed before the course that requires the prerequisite can be taken. Courses in which a grade of D or F was received do not satisfy prerequisite requirements.

1. Content of the Finance Degree Program

B.S. in Finance								
Total Credit Hours : 125								
PREPARATORY YEAR								
FIRST SEMESTER – Beginners			SECOND SEMESTER - Intermediate			THIRD SEMESTER - Advanced		
Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours
PRPE 0021	Enhanced Learning	10	PRPC 0041	Communication Skills	10	PRPC 0061	Communication Skills	10
			PRPW 0041	Writing Skills	10	PRPW 0061	Writing Skills	10
PRPC 0021	Communication Skills	10	PRPT 0041	TOEFL Preparation I	2	PRPT 0061	TOEFL Preparation II	2
			PRPL 0011	Theories & Applications of Learning I	2	PRPL 0012	Theories & Applications of Learning II	2
PRPW 0021	Writing Skills	10	PRPI 0041	Intermediate Enhanced Learning	1	PRPA 0061	Advanced Enhanced Learning	1
			PRPM 0011	Introductory Algebra	5	PRPM 0012	Intermediate Algebra	5
Total Contact Hours		30	Total Contact Hours		30	Total Contact Hours		30

FRESHMAN YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 1211	Introduction to Islamic Culture	2		ALIS 1212	The Social System in Islam	2	
COMM 1311	Written Communications	3		COMM 1312	Writing & Research	3	COMM 1311
UNIV 1211	Professional Development	2		UNIV 1212	Critical Thinking	2	
UNIV 1213	Leadership & Teamwork	2		PHED 1111	Active Living Lifestyle	1	
MATH 1311	Finite Math for Business	3	PRPM 0012	MATH 1312	Calculus for Business	3	MATH 1311
	Social Science Elective	3			Natural Science Elective	4	
Total Credit Hours		15		Total Credit Hours		15	

SOPHO-MORE YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 2211	Linguistic Communication Skills	2		ALIS 2212	The Biography of Prophet Mohammad	2	
ACCT 2311	Fundamentals of Financial Accounting	3	<i>PRPM 0012</i>	ACCT 2321	Managerial Accounting	3	<i>ACCT 2311</i>
ASSE 2111	Learning Outcome Assessment I	1	<i>Sophomore standing</i>	BUSI 2311	Principles of Management	3	<i>Sophomore standing</i>
COMM 2311	Oral Communications	3	<i>COMM 1312</i>	COMM 2312	Technical Communications	3	<i>COMM 1311</i>
ECON 1311	Introduction to Macroeconomics	3		ECON 1312	Introduction to Microeconomics	3	
MISY 2311	Introduction to Management Information Systems	3		MATH 1313	Statistical Methods	3	<i>PRPM 0012</i>
PHED 1112	Healthy Behaviors and Management	1					
Total Credit Hours		16		Total Credit Hours		17	

JUNIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ASSE 3211	Learning Outcome Assessment II	2	<i>ASSE 2111</i>	FINA 3312	Financial Institutions	3	<i>FINA 3311</i>
BUSI 3311	Legal Environment of Business	3	<i>JUNIOR STANDING</i>	FINA 3313	Money and Banking	3	<i>FINA 3311</i>
BUSI 3312	Organizational Behavior	3	<i>BUSI 2311</i>	BUSI 3313	Marketing Principles	3	<i>JUNIOR STANDING</i>
FINA 3311	Financial Management Principles	3	<i>ACCT 2321</i>	BUSI 3321	Operations Management	3	<i>MATH 1313</i>
MISY XXXX	<i>Management Information Systems Elective</i>	3		ACCT 3311	Intermediate Accounting I	3	<i>ACCT 2321</i>
Total Credit Hours		14		Total Credit Hours		15	

SUMMER OF JUNIOR YEAR				
Course Number	Course Title	Credit Hours	Length	Pre-requisites
BUSI 4351	Internship	3	8 weeks full time (320 hours)	Minimum of 90 earned credit hours;

SENIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
FINA 3314	Financial Statement Analysis	3	<i>ACCT 2321</i>	ASSE 4311	Learning Outcome Assessment III	3	<i>ASSE 3211</i>
FINA 4313	Investments	3	<i>MATH 1313 FINA 3311</i>	FINA 4315	Security Analysis & Portfolio Management	3	<i>FINA 4313</i>
FINA 4314	International Finance	3	<i>FINA 3311</i>	BUSI 4362	Strategic Management	3	<i>SENIOR STANDING</i>
BUSI 4361	Entrepreneurship	3	<i>BUSI 3313</i>	FINA XXXX	<i>Finance Elective</i>	3	
BUSI XXXX	<i>Business Elective</i>	3		ACCT/ FINA XXXX	<i>Accounting or Finance Elective</i>	3	
Total Credit Hours		15		Total Credit Hours		15	
FINANCE TOTAL DEGREE CREDIT HOURS = 125							

SOCIAL SCIENCE ELECTIVES:

FREN 1311 Introduction to French Language
 PSYC 1311 Introduction to Psychology
 SUST 1311 Introduction to Sustainability

NATURAL SCIENCE ELECTIVES: *

BIOL 1411 Introductory Biology
 CHEM 1411 Introductory Chemistry
 GEOL 1411 Introduction to Physical Geology
 PHYS 1411 Introductory Physics

ACCOUNTING ELECTIVES: *

ACCT 3301 Special Topics in Accounting
 ACCT 3331 Accounting for Extraction Industries
 ACCT 3321: Intermediate Accounting II
 ACCT 3312 Introduction to Accounting Information Systems
 ACCT 4315 Forensic Accounting
 ACCT 4321 Accounting for Managerial Planning and Control

BUSINESS ELECTIVES: *

BUSI 3301 Special Topics in Business
 BUSI 3323 Introduction to HRM
 BUSI 3331 Business Negotiations
 BUSI 3341 Advanced Statistical Methods
 BUSI 3351 Business Ethics
 BUSI 3361 Business Psychology
 BUSI 4341 Enterprise Resource Planning
 BUSI 4343 Project Management

FINANCE ELECTIVES: *

FINA 3321 Introduction to Islamic Finance
 FINA 4312 Advanced Financial Management
 FINA 4316 Capital Budgeting
 FINA 4351 Special Topics in Finance

MANAGEMENT INFORMATION SYSTEMS ELECTIVES: *

MISY 2312 Introduction to Programming for MIS
 MISY 3311 Database Management
 MISY 3312 Introduction to Telecommunications
 MISY 3351 Introduction to Cybersecurity

* Junior Standing is required before registering elective courses

All prerequisite courses must have been successfully completed before the course that requires the prerequisite can be taken. Courses in which a grade of D or F was received do not satisfy prerequisite requirements.

B. THE DEPARTMENT OF MANAGEMENT

The majors in Business Administration and Management Information Systems are administered through a single department of the College of Business Administration. The Chair of the Department of Management oversees the department as a whole and has primary responsibility for instruction of male students. He delegates responsibilities as appropriate to the Associate Chair, who oversees instruction for female students.

1. Content of the Business Administration Degree Program

B.S. in Business Administration								
Total Credit Hours : 125								
PREPARATORY YEAR								
FIRST SEMESTER - Beginners			SECOND SEMESTER - Intermediate			THIRD SEMESTER - Advanced		
Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours
PRPE 0021	Enhanced Learning	10	PRPC 0041	Communication Skills	10	PRPC 0061	Communication Skills	10
			PRPW 0041	Writing Skills	10	PRPW 0061	Writing Skills	10
PRPC 0021	Communication Skills	10	PRPT 0041	TOEFL Preparation I	2	PRPT 0061	TOEFL Preparation II	2
			PRPL 0011	Theories & Applications of Learning I	2	PRPL 0012	Theories & Applications of Learning II	2
PRPW 0021	Writing Skills	10	PRPI 0041	Intermediate Enhanced Learning	1	PRPA 0061	Advanced Enhanced Learning	1
			PRPM 0011	Introductory Algebra	5	PRPM 0012	Intermediate Algebra	5
Total Contact Hours		30	Total Contact Hours		30	Total Contact Hours		30

FRESHMAN YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 1211	Introduction to Islamic Culture	2		ALIS 1212	The Social System in Islam	2	
COMM 1311	Written Communications	3		COMM 1312	Writing & Research	3	COMM 1311
UNIV 1211	Professional Development	2		UNIV 1212	Critical Thinking	2	
UNIV 1213	Leadership & Teamwork	2		PHED 1111	Active Living Lifestyle	1	
MATH 1311	Finite Math for Business	3	PRPM 0012	MATH 1312	Calculus for Business	3	MATH 1311
	Social Science Elective	3			Natural Science Elective	4	
Total Credit Hours		15		Total Credit Hours		15	

SOPHO-MORE YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 2211	Linguistic Communication Skills	2		ALIS 2212	The Biography of Prophet Mohammad	2	
ACCT 2311	Fundamentals of Financial Accounting	3	<i>PRPM 0012</i>	ACCT 2321	Managerial Accounting	3	<i>ACCT 2311</i>
ASSE 2111	Learning Outcome Assessment I	1	<i>Sophomore standing</i>	BUSI 2311	Principles of Management	3	<i>Sophomore standing</i>
COMM 2311	Oral Communications	3	<i>COMM 1312</i>	COMM 2312	Technical Communications	3	<i>COMM 1311</i>
ECON 1311	Introduction to Macroeconomics	3		ECON 1312	Introduction to Microeconomics	3	
MISY 2311	Introduction to Management Information Systems	3		MATH 1313	Statistical Methods	3	<i>PRPM 0012</i>
PHED 1112	Healthy Behaviors and Management	1					
Total Credit Hours		16		Total Credit Hours		17	

JUNIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ASSE 3211	Learning Outcome Assessment II	2	<i>ASSE 2111</i>	BUSI 3313	Marketing Principles	3	<i>JUNIOR STANDING</i>
BUSI 3311	Legal Environment of Business	3	<i>JUNIOR STANDING</i>	BUSI 3321	Operations Management	3	<i>MATH 1313</i>
BUSI 3312	Organizational Behavior	3	<i>BUSI 2311</i>	BUSI 3323	Introduction to HRM	3	<i>BUSI 2311</i>
FINA 3311	Financial Management Principles	3	<i>ACCT 2321</i>	BUSI 3331	Business Negotiations	3	<i>JUNIOR STANDING</i>
BUSI XXXX	<i>Business Elective</i>	3		BUSI XXXX	<i>Business Elective</i>	3	
Total Credit Hours		14		Total Credit Hours		15	

SUMMER OF JUNIOR YEAR				
Course Number	Course Title	Credit Hours		Pre-requisite
BUSI 4351	Internship	3	8 weeks full time (320 hours)	Minimum of 90 earned credit hours;

SENIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
BUSI 4311	E-Commerce	3	<i>BUSI 3313 MISY 2311</i>	ASSE 4311	Learning Outcome Assessment III	3	<i>ASSE 3211</i>
BUSI 3322	Supply Chain Management	3	<i>BUSI 3321</i>	BUSI 4362	Strategic Management	3	<i>SENIOR STANDING</i>
BUSI 4361	Entrepreneurship	3	<i>BUSI 3313</i>	ACCT XXXX	<i>Accounting Elective</i>	3	
BUSI 4321	International Business	3	<i>BUSI 2311</i>	FINA XXXX	<i>Finance Elective</i>	3	
BUSI XXXX	<i>Business Elective</i>	3		MISY XXXX	<i>Management Information Systems Elective</i>	3	
Total Credit Hours		15		Total Credit Hours		15	
BUSINESS ADMINISTRATION TOTAL DEGREE CREDIT HOURS = 125							

SOCIAL SCIENCE ELECTIVES:

FREN 1311 Introduction to French Language
 PSYC 1311 Introduction to Psychology
 SUST 1311 Introduction to Sustainability

NATURAL SCIENCE ELECTIVES:

BIOL 1411 Introductory Biology
 CHEM 1411 Introductory Chemistry
 GEOL 1411 Introduction to Physical Geology
 PHYS 1411 Introductory Physics

ACCOUNTING ELECTIVES: *

ACCT 3301 Special Topics in Accounting
 ACCT 3331 Accounting for Extraction Industries ACCT 3311: Intermediate Accounting I
 ACCT 3312 Introduction to Accounting Information Systems
 ACCT 4315 Forensic Accounting

BUSINESS ELECTIVES: *

BUSI 3301 Special Topics in Business
 BUSI 3341 Advanced Statistical Methods
 BUSI 3351 Business Ethics
 BUSI 3361 Business Psychology
 BUSI 4341 Enterprise Resource Planning
 BUSI 4343 Project Management

FINANCE ELECTIVES: *

FINA 3312 Financial Institutions
 FINA 3313 Money & Banking
 FINA 3314 Financial Statement Analysis
 FINA 3321 Introduction to Islamic Finance
 FINA 4312 Advanced Financial Management
 FINA 4316 Capital Budgeting
 FINA 4351 Special Topics in Finance

MANAGEMENT INFORMATION SYSTEMS ELECTIVES: *

MISY 2312 Introduction to Programming for MIS MISY 3311 Database Management
 MISY 3312 Introduction to Telecommunications MISY 3351 Introduction to Cybersecurity

* Junior Standing is required before registering elective courses

All prerequisite courses must have been successfully completed before the course that requires the prerequisite can be taken. Courses in which a grade of D or F was received do not satisfy prerequisite requirements.

2. **Content of the MIS Degree Program**

B.S. in Management Information Systems								
Total Credit Hours : 125								
PREPARATORY YEAR								
FIRST SEMESTER – Beginners			SECOND SEMESTER - Intermediate			THIRD SEMESTER - Advanced		
Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours
PRPE 0021	Enhanced Learning	10	PRPC 0041	Communication Skills	10	PRPC 0061	Communication Skills	10
			PRPW 0041	Writing Skills	10	PRPW 0061	Writing Skills	10
PRPC 0021	Communication Skills	10	PRPT 0041	TOEFL Preparation I	2	PRPT 0061	TOEFL Preparation II	2
			PRPL 0011	Theories & Applications of Learning I	2	PRPL 0012	Theories & Applications of Learning II	2
PRPW 0021	Writing Skills	10	PRPI 0041	Intermediate Enhanced Learning	1	PRPA 0061	Advanced Enhanced Learning	1
			PRPM 0011	Introductory Algebra	5	PRPM 0012	Intermediate Algebra	5
Total Contact Hours		30	Total Contact Hours		30	Total Contact Hours		30

FRESHMAN YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 1211	Introduction to Islamic Culture	2		ALIS 1212	The Social System in Islam	2	
COMM 1311	Written Communications	3		COMM 1312	Writing & Research	3	COMM 1311
UNIV 1211	Professional Development	2		UNIV 1212	Critical Thinking	2	
UNIV 1213	Leadership & Teamwork	2		PHED 1111	Active Living Lifestyle	1	
MATH 1311	Finite Math for Business	3	PRPM 0012	MATH 1312	Calculus for Business	3	MATH 1311
	Social Science Elective	3			Natural Science Elective	4	
Total Credit Hours		15		Total Credit Hours		15	

SOPHOMORE YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ALIS 2211	Linguistic Communication Skills	2		ALIS 2212	The Biography of Prophet Mohammad	2	
ACCT 2311	Fundamentals of Financial Accounting	3	<i>PRPM 0012</i>	BUSI 2311	Principles of Management	3	<i>SOPHOMORE STANDING</i>
ASSE 2111	Learning Outcome Assessment I	1	<i>SOPHOMORE STANDING</i>	COMM 2312	Technical Communications	3	<i>COMM 1311</i>
COMM 2311	Oral Communications	3	<i>COMM 1312</i>	MISY 2312	Introduction to Programming for MIS	3	<i>MISY 2311</i>
ECON 1311	Introduction to Macroeconomics	3		ECON 1312	Introduction to Microeconomics	3	
MISY 2311	Introduction to Management Information Systems	3		MATH 1313	Statistical Methods	3	<i>PRPM 0012</i>
PHED 1112	Healthy Behaviors and Management	1					
Total Credit Hours		16		Total Credit Hours		17	

JUNIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
ASSE 3211	Learning Outcome Assessment II	2	<i>ASSE 2111</i>	BUSI 3313	Marketing Principles	3	<i>JUNIOR STANDING</i>
MISY 2313	Intermediate Programming for MIS	3	<i>MISY 2312</i>	BUSI 3321	Operations Management	3	<i>MATH 1313</i>
MISY 3312	Introduction to Telecommunications	3	<i>MISY 2311</i>	MISY 3311	Database Management	3	<i>MISY 2311</i>
BUSI 3311	Legal Environment of Business	3	<i>JUNIOR STANDING</i>	MISY 3322	Systems Analysis and Design	3	<i>MISY 2313</i>
BUSI 3312	Organizational Behavior	3	<i>BUSI 2311</i>	ACCT 2321	Managerial Accounting	3	<i>ACCT 2311</i>
Total Credit Hours		14		Total Credit Hours		15	

SUMMER OF JUNIOR YEAR				
Course Number	Course Title	Credit Hours		Pre-requisite
BUSI 4351	Internship	3	8 weeks full time (320 hours)	Minimum of 90 earned credit hours;

SENIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisite	Course Number	Course Title	Credit Hours	Pre-requisite
MISY 4331	Building Electronic Commerce	3	MISY 2313 MISY 3311	ASSE 4311	Learning Outcome Assessment III	3	ASSE 3211
MISY 4333	Introduction to Information Assurance	3	MISY 3312	FINA 3311	Financial Management Principles	3	ACCT 2321
MISY 4341	Object Oriented Analysis & Design	3	MISY 3311 MISY 3322	BUSI 4361	Entrepreneurship	3	BUSI 3313
MISY XXXX	Management Information Systems Elective	3		BUSI 4362	Strategic Management	3	SENIOR STANDING
BUSI XXXX	Business Elective	3		BUSI XXXX	Business Elective	3	
Total Credit Hours		15		Total Credit Hours		15	
MANAGEMENT INFORMATION SYSTEMS TOTAL DEGREE CREDIT HOURS = 125							

SOCIAL SCIENCE ELECTIVES:

FREN 1311 Introduction to French Language
 PSYC 1311 Introduction to Psychology
 SUST 1311 Introduction to Sustainability

NATURAL SCIENCE ELECTIVES:

BIOL 1411 Introductory Biology
 CHEM 1411 Introductory Chemistry
 GEOL 1411 Introduction to Physical Geology
 PHYS 1411 Introductory Physics

BUSINESS ELECTIVES: *

BUSI 3301 Special Topics in Business
 BUSI 3323 Introduction to HRM
 BUSI 3331 Business Negotiations
 BUSI 3341 Advanced Statistical Methods BUSI 3351 Business Ethics
 BUSI 3361 Business Psychology
 BUSI 4321 International Business
 BUSI 4341 Enterprise Resource Planning
 BUSI 4343 Project Management

MANAGEMENT INFORMATION SYSTEMS ELECTIVES: *

MISY 3331 Advanced Database Concepts
 MISY 3332 Advanced Programming Concepts & Info Systems
 MISY 3351 Introduction to Cybersecurity
 MISY 4342 Electronic Commerce Security
 MISY 4343 Enterprise Resource Planning for MIS

* Junior Standing is required before registering elective courses

All prerequisite courses must have been successfully completed before the course that requires the prerequisite can be taken. Courses in which a grade of D or F was received do not satisfy prerequisite requirements.

C. THE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

The major in Human Resource Management is administered through the Department of Human Resources Management. The Chair of the department oversees the department as a whole and has primary responsibility for instruction of male students. He delegates responsibilities as appropriate to the Associate Chair, who oversees instruction for female students.

Content of the Human Resource Management Degree Program

B.S. in Human Resource Management								
Total Credit Hours : 128								
PREPARATORY YEAR								
FIRST SEMESTER – Beginners			SECOND SEMESTER - Intermediate			THIRD SEMESTER - Advanced		
Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours	Course Number	Course Title	Contact Hours
PRPE 0021	Enhanced Learning	10	PRPC 0041	Communication Skills	10	PRPC 0061	Communication Skills	10
			PRPW 0041	Writing Skills	10	PRPW 0061	Writing Skills	10
PRPC 0021	Communication Skills	10	PRPT 0041	TOEFL Preparation I	2	PRPT 0061	TOEFL Preparation II	2
			PRPL 0011	Theories & Applications of Learning I	2	PRPL 0012	Theories & Applications of Learning II	2
PRPW 0021	Writing Skills	10	PRPI 0041	Intermediate Enhanced Learning	1	PRPA 0061	Advanced Enhanced Learning	1
			PRPM 0011	Introductory Algebra	5	PRPM 0012	Intermediate Algebra	5
Total Contact Hours		30	Total Contact Hours		30	Total Contact Hours		30
FRESHMAN YEAR								
FIRST SEMESTER				SECOND SEMESTER				
Course Number	Course Title	Credit Hours	Pre-requisites	Course Number	Course Title	Credit Hours	Pre-requisites	
ALIS 1211	Introduction to Islamic Culture	2		ALIS 1212	The Social System in Islam	2		
COMM 1311	Written Communications	3		COMM 1312	Writing & Research	3	COMM 1311	
UNIV 1211	Professional Development	2		MATH 1312	Calculus for Business	3	MATH 1311	
UNIV 1213	Leadership & Teamwork	2		PHED 1111	Active Living Lifestyle	1		
MATH 1311	Finite Math for Business	3	PRPM 0012	UNIV 1212	Critical Thinking	2		
	Social Science Elective	3			Natural Science Elective	4		
Total Credit Hours		15		Total Credit Hours		15		

SOPHO-MORE YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisites	Course Number	Course Title	Credit Hours	Pre-requisites
ALIS 2211	Linguistic Communication Skills	2		ALIS 2212	The Biography of Prophet Mohammad	2	
ACCT 2311	Fundamentals of Financial Accounting	3	PRPM 0012	ACCT 2321	Managerial Accounting	3	ACCT 2311
ASSE 2111	Learning Outcome Assessment I	1	Sophomore standing	BUSI 2311	Principles of Management	3	Sophomore standing
COMM 2311	Oral Communications	3	COMM 1312	COMM 2312	Technical Communications	3	COMM 2311
ECON 1311	Introduction to Macroeconomics	3		ECON 1312	Introduction to Microeconomics	3	
MISY 2311	Introduction to Management Information Systems	3		MATH 1313	Statistical Methods	3	PRPM 0012
PHED 1112	Healthy Behaviors and Management	1					
Total Credit Hours		16		Total Credit Hours		17	

JUNIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisites	Course Number	Course Title	Credit Hours	Pre-requisites
ASSE 3211	Learning Outcome Assessment II	2	ASSE 2111	BUSI 3321	Operations Management	3	MATH 1313
HRMT 3321	Human Resource Management	3	BUSI 2311	HRMT 3331	Staffing	3	HRMT 3321
FINA 3311	Financial Management Principles	3	ACCT 2321	HRMT 3332	Training and Development	3	HRMT 3321
BUSI 3311	Legal Environment of Business	3	JUNIOR STANDING	HRMT 3335	Strategic Human Resource Planning	3	HRMT 3321
BUSI 3312	Organizational Behavior	3	BUSI 2311	BUSI/HRMT XXXX	Business or HRMT Elective	3	
BUSI 3313	Marketing Principles	3	JUNIOR STANDING				
Total Credit Hours		17		Total Credit Hours		15	

SUMMER OF JUNIOR YEAR				
Course Number	Course Title	Credit Hours	Length	Prerequisites
BUSI 4351	Internship	3	8 weeks full time (320 hours)	Minimum of 90 earned credit hours;

SENIOR YEAR							
FIRST SEMESTER				SECOND SEMESTER			
Course Number	Course Title	Credit Hours	Pre-requisites	Course Number	Course Title	Credit Hours	Pre-requisites
HRMT 4333	Compensation and Benefits	3	HRMT 3321	ASSE 4311	Learning Outcome Assessment III-HRMT	3	ASSE 3211
HRMT 4334	Employee Relations	3	HRMT 3321 BUSI 3311	BUSI 4361	Entrepreneurship	3	BUSI 3313
HRMT 4336	Performance Management	3	HRMT 3321	BUSI 4362	Strategic Management	3	SENIOR STANDING
HRMT 4337	Research Methods in Human Resource Management	3	HRMT 3321	HRMT XXXX	Human Resource Management Elective	3	
HRMT XXXX	Human Resource Management Elective	3		HRMT XXXX	Human Resource Management Elective	3	
Total Credit Hours		15		Total Credit Hours		15	
HUMAN RESOURCE MANAGEMENT TOTAL DEGREE CREDIT HOURS = 128							

SOCIAL SCIENCE ELECTIVES:

FREN 1311 Introduction to French Language
 PSYC 1311 Introduction to Psychology
 SUST 1311 Introduction to Sustainability

NATURAL SCIENCE ELECTIVES:

BIOL 1411 Introductory Biology
 CHEM 1411 Introductory Chemistry
 GEOL 1411 Introduction to Physical Geology
 PHYS 1411 Introductory Physics

BUSINESS ELECTIVES: *

BUSI 3301 Special Topics in Business
 BUSI 3341 Advanced Statistical Methods
 BUSI 3351 Business Ethics
 BUSI 4341 Enterprise Resource Planning
 BUSI 4343 Project Management

HUMAN RESOURCE MANAGEMENT ELECTIVES: *

HRMT 3333 Organizational Development and Change
 HRMT 3334 Negotiation & Conflict Management
 HRMT 3337 Organizational Psychology for HRM
 HRMT 4312 Human Resource Information Systems
 HRMT 4339 International Human Resource Management

* Junior Standing is required before registering elective courses

All prerequisite courses must have been successfully completed before the course that requires the prerequisite can be taken. Courses in which a grade of D or F was received do not satisfy prerequisite requirements.

VIII. COURSE SYLLABI

A. COURSE NUMBERING SYSTEM

A common system for naming courses is applied throughout all academic programs at the PMU. The system is structured as follows:

Each course title begins with four letters that indicate the subject matter of the course. For syllabi in this report, these letterings include:

- ACCT Accounting
- FINA Finance
- BUSI Business Administration and Selected Business Core
- MISY Management Information Systems
- HRMT Human Resource Management
- ASSE Assessment Capstone Series

The letters are followed by four numbers:

- First digit indicates the earliest year a course can be taken. A number 1 course may be taken at any time.
- Second digit indicates credit hours. Most courses carry 3 hours of credit. Science courses with labs carry 4 hours of credit. A small number of courses carry 1 or 2 hours of credit.
- Third digit indicates a course that is part of a group or family of courses. For example, calculus courses are assigned the number 2. More advanced math courses are assigned the number 3.
- Fourth digit serves only to differentiate courses from one another within a family. For example, the four calculus courses are numbered 1, 2, 3, and 4.

VIII COURSE SYLLABI

B. ACCOUNTING

ACCT 2311: Fundamentals of Financial Accounting
 ACCT 2321: Fundamentals of Managerial Accounting
 ACCT 3311: Intermediate Accounting I
 ACCT 3312: Introduction to Accounting Information Systems
 ACCT 3321: Intermediate Accounting II
 ACCT 4311: Auditing and Assurance Services
 ACCT 4312: Advanced Accounting
 ACCT 4313: Accounting for Governmental and Not-For-Profit Organizations
 ACCT 4314: International Accounting
 ACCT 4321: Accounting for Managerial Planning and Control

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course focuses on the accounting cycle, transaction analysis, and the preparation and interpretation of financial statements. It is an introduction to the concepts, purposes, problems, methodology, and terminology of financial accounting. Emphasis is placed on using accounting information for decision making.

II. Competencies Addressed

In this course, students gain a basic understanding of the financial accounting system that forms a basis for the additional courses required of business and accounting majors.

- The course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises and problems.
- Excel spreadsheet will be used as a tool in classroom preparation, homework assignments and the preparation of a financial statement analysis project.

III. Detailed Course Description

This course focuses on the accounting cycle, transaction analysis, and the preparation and interpretation of financial statements. It is designed to teach the concepts and procedures underlying the measurement and reporting of financial information prepared for external users including creditors, government, and investors). Students learn to analyze record transactions, and to prepare and interpret financial statements (income statement, balance sheet, statement of changes in stockholders' equity, and statement of cash flows). They are introduced to the concepts and principles underlying the measurements used in accounting to prepare the financial statements. . This course is central to the education of any student aspiring to a career as a professional accountant. In addition, this course provides valuable training for students aspiring to careers in finance, accounting, or management.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

LO1. State/outline the nature of financial accounting

LO2. Recognize the basics of financial accounting

LO3. Use or prepare spreadsheets/Word documents and/or computer graphics in preparing case analyses and PowerPoint slides in making classroom presentations/submissions

LO4. Participate in collaborative learning, problems and cases in financial accounting selected to foster cooperative learning

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes and a financial statement analysis group project. The final grade is assessed as follows:

- Four Exams 40%
- Homework 30%
- Comprehensive Final Exam 30%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

The course Fundamentals of Financial Accounting teaches students how to work individually and in small groups. The comprehensive final examination encourages students to integrate what they have learned during the semester. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, and online homework assignments. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. Students are expected to spend an average of two hours per week outside of class for each hour of lecture.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

1. Introduction to Accounting and Business.
2. Analyzing Transactions.
3. The Matching Concept and the Adjusting Process.
4. Completing the Accounting Cycle.
5. Accounting Systems and Internal Controls.
6. Accounting for Merchandising Businesses.
7. Cash.
8. Receivables.
9. Inventories.
10. Fixed Assets and Intangible Assets.
11. Current Liabilities.
12. Corporations: Organization, Capital Stock Transactions, and Dividends.
13. Corporations: Income and Taxes, Stockholders' Equity, and Investments in Stocks.
14. Bonds Payable and Investments in Bonds.
15. Statement of Cash Flows.
16. Financial Statement Analysis

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail and should sign up for the online discussion group for the class. Students use their personal laptop computers to complete assignments. All homework will be done using Aplia Online homework tool.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Warren, Carl S., James M. Reeve, and Jonathan Duchac, *Financial Accounting*, 13th Edition, South-Western/Cengage Learning.
ISBN 9781133607618

The student companion site for the book is:

http://websites.swlearning.com/cgi-wadsworth/course_products

Aplia Online Homework tool, Southwestern CENGAGE Learning.

<http://connect.mcgraw-hill.com>

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Aplia Online Homework tool, Southwestern CENGAGE Learning.

D. Supplemental Online Materials

None.

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course provides an introduction to the concepts, purposes, problems, methodology, and terminology of managerial accounting. It demonstrates accounting's role in providing information for decision making and planning, assisting managers in the activities of the enterprise, and motivating managers and employees towards organizational goals. The emphasis of this course is on the preparation of reports and on the use of accounting data for internal management.

II. Competencies Addressed

Students gain a basic understanding of managerial accounting that forms a basis for the additional courses required of business and accounting majors.

- The course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises and problems.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to complete written homework assignments and to interact with other classmates.
- Students use spreadsheets and Connect online homework tools.

III. Detailed Course Description

The course is designed to teach the concepts and procedures underlying the measurement and reporting of managerial information prepared for users internal to the enterprise who direct and control its operations. It is intended to demonstrate how managerial accounting adds value to the organization in providing information for decision making and planning, by assisting managers in directing and controlling the activities of the enterprise, and by motivating managers and other employees towards organizational goals.

The course also focuses on the concept of responsibility accounting and the measurement of performance of managers and segments of the business. A number of managerial accounting tools are covered including basic cost concepts, cost-volume-profit analysis, activity-based costing, budgeting profit-planning and control, the use of standard costs to determine product cost and performance evaluation, using cost accounting information in make or buy decisions, capital budgeting including present value analysis in project evaluation, and transfer pricing.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

ACCT 2311: Fundamentals of Financial Accounting

VI. Learning Outcomes

The overall objectives are for students to understand managerial accounting concepts and techniques, strengthen analytical and problem solving skills, comprehend, evaluate, and apply ethical and legal concepts to business decisions in the global marketplace, and develop communication skills. Specific outcomes desired are the student's ability to:

- LO1.** State/outline the nature of managerial accounting
- LO2.** Recognize the basics of managerial cost analysis
- LO3.** Analyze assigned questions, exercises and problems
- LO4.** Participate in class, to complete written homework assignments and to interact with other classmates

LO5. Participate in collaborative learning, problems and cases in managerial accounting selected to foster cooperative learning, teamwork and group discussion

LO6. Use or prepare spreadsheets/Word documents and/or computer graphics in preparing case analyses and PowerPoint slides in making classroom presentations/submissions

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes and a group case project(s). The final grade is assessed as follows:

- Two Exams 40%
- Comprehensive Final Examination 30%
- Connect Accounting (Homework) 40%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

The comprehensive final examination encourages students to integrate what they have learned during the semester. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, and online homework assignments. It is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to managerial accounting
- B. Systems design: Job-order costing
- C. Systems design: Activity-based costing
- D. System design: Process costing
- E. Cost behavior: Analysis and use
- F. Cost: Volume-profit relationship
- G. Profit Planning

- H. Flexible budgets and performance analysis
- I. Standard costs
- J. Decentralization
- K. Relevant costs for decision making
- L. Statement of cash flow

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD to communicate via e-mail and should sign up for the online homework tool. Students use their personal laptop computers to complete assignments.

XII. Special Projects / Activities

XIII. Textbooks and Teaching Aids

A. Required Textbook

Brewer, Peter C., Rah H. Garrison, and Eric Noreen, *Introduction to Managerial Accounting*, 7th Edition, McGraw Hill.
ISBN 9780077174804

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Online Learning Center: a collection of Web resources including alternate problems and solutions, an on-line tutorial, and links to professional resources at:

<http://www.mhhe.com/brewer5e>

Connect Accounting, McGraw-Hill

<http://connect.mcgraw-hill.com>

I. Course Overview

This is the first of a two-semester sequence on intermediate accounting. Students become familiar with techniques in adjusting, correcting, and revising accounting records and statements, as well as with conventional standards and acceptable alternatives in accounting for cash, receivables, liabilities, and inventories.

II. PMU Competencies and Learning Outcomes

Students gain an in-depth understanding of the financial accounting system that forms a basis for the additional courses required of business and accounting majors.

- This course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises and problems.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work in groups.
- Students build competencies in modern information technologies. The Internet is employed as a learning resource, and spreadsheets are used as a tool in classroom preparation and homework assignments. Students become familiar with electronic references such as FARS, EDGAR, and Lexis/Nexis.

III. Detailed Course Description

The intermediate accounting courses are designed to teach the concepts and procedures underlying the measurement and reporting of financial information. This course focuses on the environment of accounting, development of standards, basic theory, financial statements, worksheets, annuities and present value, receivables, inventories, liabilities, plant assets, depreciation and depletion, and accounting for intangible assets. This course is designed to provide students with a continuous base of technical accounting knowledge.

The course helps students learn how to determine what information should be reported and how it should be quantified according to generally accepted accounting principles (GAAP). It provides an educationally effective blending of theory and practice relating to the current intermediate accounting body of knowledge.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

ACCT 2321: Fundamentals of Managerial Accounting

VI. Learning Outcomes

LO1. List the fundamental principles of Financial Accounting

LO2. Describe & explain the basic principles, constraints & assumptions of financial accounting

LO3. Prepare the four financial statements with ease

LO4. Analyze & draw conclusion from unstructured numerical problems & financial statements

VII. Assessment Strategy

Student performance is assessed through examinations and homework. The final grade is assessed as follows:

- | | |
|----------------------------|-----|
| • Two Exams | 40% |
| • Comprehensive Final Exam | 30% |
| • Connect Homework | 30% |

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class. In this course, students work individually and in small groups. The comprehensive final examination encourages students to integrate what they have learned

during the semester. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures and homework assignments. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. Classroom Hours (3 hours per week)

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Environment and theoretical structure of financial accounting
- B. The balance sheet and financial disclosures
- C. Income statement and statement of cash flows
- D. Time value of money concepts
- E. Cash and receivables
- F. Inventories: Measurements
- G. Inventories: Additional issues
- H. Income measurement and profitability analysis

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail. They also should sign up for the online Connect homework tool. Students are also expected to be familiar with the use of the Internet for accounting research. They should have the capability to use electronic references such as FARS, EDGAR, and Lexis/Nexis. Students use their personal laptop computers to complete assignments.

XII. Special Projects/Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Spiceland, David, James Sepe, Mark Nelson, Pearl Tan, Bernardine Low, and Kin-Yew Low, *Intermediate Accounting: An IFRS Edition*, McGraw-Hill.

ISBN 9781259011887

B. Alternative Textbook

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Connect Accounting, McGraw-Hill

<http://connect.mcgraw-hill.com>

I. Course Overview

This course introduces students to the design, operation, and control of accounting systems, and to the tools useful for accessing, processing, and presenting accounting information. Using class discussion supplemented by hands-on experience with the tools, it provides students with the opportunity to improve their skills in written communications, critical thinking and problem solving.

II. PMU Competencies and Learning Outcomes

Students gain a basic understanding accounting information systems that forms a basis for the additional courses required of accounting majors.

- This course provides a basis for a professional competence in accounting information systems, including an awareness of accounting information systems globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises and problems.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students learn to work as part of a group during their team project.
- Students build competencies in modern information technologies. The Internet is employed as a learning resource, and spreadsheets are used as a tool in classroom preparation and homework assignments.

III. Detailed Course Description

This course is a comprehensive study of technology, accounting systems, controls, operations, organizations, and strategy. Students explore the accountant's role in the development of accounting information systems. They develop skills in documenting systems as well as the ability to analyze and report on internal control systems. The basic information functions of several accounting applications are covered, including the revenue cycle, the expenditure cycle, and the production cycle. Students develop familiarity with a general ledger software package and are able to set up an accounting system using the software.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

- ACCT 2321: Fundamentals of Managerial Accounting
- Familiarity with Microsoft Office as covered in the PMU Preparation Year Program.

VI. Learning Outcomes

In this course, students will:

- LO1.** Memorize the basic terms and their application in an accounting information system and business processes
- LO2.** Describe the typical business processes in organizations
- LO3.** Describe the typical threats to an AIS and how to strengthen internal controls
- LO4.** Design and create databases for accounting systems
- LO5.** Summarize the role of accountants and accounting information systems in organizations
- LO6.** Explain the steps involved in the design of a database and risk assessment approach to internal controls
- LO7.** Calculate the cost benefit analysis of introducing a new internal control
- LO8.** Demonstrate an understanding of how the general journal, specialist journals and subsidiary journals work together as part of an AIS

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes, and group and individual class projects. The final grade is assessed as follows:

- Three Exams 70%
- Quizzes 10%
- Projects 20%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

In this course, students work individually and in small groups. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75

B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, and group and individual class projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. Students are encouraged to work in groups.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction: Role and purpose of accounting information systems
- B. Transaction processing in the AIS: Professionalism and ethics
- C. Internal controls
- D. Flowcharting: Data flow diagramming
- E. REAL modeling
- F. Information systems concepts
- G. XBRL decision making models
- H. E-business and enterprise resource planning
- I. Sales/collection process
- J. Acquisition/payment process
- K. Other business processes
- L. Business process management
- M. Computer crime and information technology security
- N. Decision making models
- O. Professional certifications
- P. Auditing and evaluating the AIS

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or similar service to communicate via e-mail and should sign up for the online discussion group for the class. They are also expected to be familiar with the use of the Internet. Collaborative learning problems and cases require the student to use word processing programs, spreadsheets and other information/computer technologies.

Students learn to use the Quickbooks software.

XII. Projects/Activities

During the semester students complete a group project:

Computer assignments will utilize the text *Computer Accounting with Quickbooks* to design solutions

to problems. The projects in Chapters 1-7 should be completed and submitted on or before end of term in a binder. Students can work in teams with a maximum number of three participants in each team.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Hurt, Robert, *Accounting Information Systems*, 3rd Edition, McGraw-Hill, 2012.
ISBN 9780071318426

Kay, Donna, *Computer Accounting with Quickbooks*, 14th Edition, McGraw-Hill, 2012.
ISBN 9780077624538

B. Alternative Textbook

C. Supplemental Print Materials

As assigned.

D. Supplemental Online Materials

As assigned.

I. Course Overview

This course examines the financial accounting process, problems encountered in the preparation of financial statements, and concepts and principles used to resolve these problems. Accounting procedures for plant assets and intangible assets, liabilities, stockholders' equity, requirements peculiar to corporate accounting, analysis and interpretation of accounting data, and current trends in the application of basic concepts are examined. It is the second of a two-semester sequence on intermediate accounting.

II. PMU Competencies and Learning Outcomes

In this course, students gain an in-depth understanding of the financial accounting system that forms a basis for the additional courses required of business and accounting majors.

- This course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises and problems.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates. The course has a significant writing component which should help to improve writing skills.
- Teamwork is promoted as students learn to study in groups.
- Spreadsheets and Connect online homework tools are used in classroom preparation and homework assignments. Students become familiar with electronic references such as FARS, EDGAR, and Lexis/Nexis.

III. Detailed Course Description

The intermediate accounting courses are designed to teach the concepts and procedures underlying the measurement and reporting of financial information. This course is designed to provide students with a continuous base of technical accounting knowledge. The course helps students learn how to determine what information should be reported and how it should be quantified according to generally accepted accounting principles (GAAP). It provides an educationally effective blending of theory and practice relating to the current intermediate accounting body of knowledge.

The course focuses on specific accounting topics such as stockholders' equity, earnings per share, investments in bonds and stocks, the equity method, revenue recognition problems, accounting changes, error analysis, income taxes, leases, and cash flows. This course is essential to the education of any student aspiring to a career in accounting and/or other related financial disciplines.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

ACCT 3311: Intermediate Accounting I

VI. Learning Outcomes

- LO1. Describe complex accounting concepts
- LO2. Perform high level journal entries
- LO3. Demonstrate written, oral & group presentation skills
- LO4. Describe the impact of journal entries on financial statement
- LO5. Analyze company annual reports
- LO6. Demonstrate complex accounting concepts
- LO7. Describe measurement and recognition mechanisms

VII. Assessment Strategy

Student performance is assessed through examinations, online homework, and class participation. The final grade is assessed as follows:

- Two Exams 40%
- Comprehensive Final Examination 30%
- Homework 30%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

The comprehensive final examination encourages students to integrate what they have learned during the semester. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, and writing assignments. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

- A. Inventories: Measurements (review)
- B. Inventories: Additional issues
- C. Property, plant and equipment and intangible assets: acquisition and disposition
- D. Property, plant and equipment and intangible assets: utilization and impairment
- E. Investments
- F. Bonds and long term notes
- G. Current liabilities and contingencies
- H. Leases
- I. Accounting for income taxes
- J. Pensions and other post-retirement benefits

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or similar service to communicate via e-mail. Students should have the capability to use electronic references such as FARS, EDGAR, and Lexis/Nexis. Students use their personal laptop computers to complete assignments.

XII. Special Projects/Activities

XIII. Textbooks and Teaching Aids

A. Required Textbook

Spiceland, David, James Sepe, Mark Nelson, Pearl Tan, Bernardine Low, and Kin-Yew Low, *Intermediate Accounting: An IFRS Edition, 7th Edition*, McGraw-Hill Company.
ISBN 9781259011887

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Connect Accounting, McGraw-Hill
<http://connect.mcgraw-hill.com>

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course covers the principles, concepts, and techniques appropriate to the acquisition, evaluation, and documentation of audit evidence. Internal control concepts and financial compliance are emphasized, as well as the following: generally accepted auditing standards and professional responsibilities; the auditor's decision process in obtaining and evaluating sufficient competent evidential matter; information systems; and audit and control techniques.

II. PMU Competencies and Learning Outcomes

In this course students become acquainted with attestation engagements and assurance services. This course provides a basis for a professional competence in auditing, including an awareness of the attest function globally.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Students build competencies in modern information technologies. The Internet is employed as a learning resource, and spreadsheets are used as a tool in classroom preparation and homework assignments.

III. Detailed Course Description

This course focuses on the role of the auditor and the generally accepted auditing standards and other procedures used to enable him or her to form an opinion about whether financial statements are fairly stated. It introduces the basic concepts underlying an audit of financial statements and an audit of internal control over financial reporting as well as the application of those concepts to each type of audit.

The following areas are covered: professional ethics, professional responsibility and legal liability of the auditor; the audit process, including audit responsibilities, objectives and reports; the collection of audit evidence; audit planning and analytical procedures; the evaluation of materiality and risk; the evaluation of internal control and control risk; the development of an overall audit plan and audit program; audit tools such as statistical sampling in tests of controls and substantive tests of transactions; the application of audit procedures to selected parts of the business cycle; fraud auditing; and information systems audit and control.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

- ACCT 3312 Introduction to Accounting Information Systems
- ACCT 3321 Intermediate Accounting II

VI. Learning Outcomes

In this course, students will:

- LO1.** Describe and define the foundations, concepts and standards underlying auditing practices and techniques
- LO2.** Develop analytical skills, logical thinking abilities, oral presentation skills, and written communication skills
- LO3.** Show analytical skills, logical thinking abilities, and oral presentation skills
- LO4.** Demonstrate ability to work as groups and written communication skills

VII. Assessment Strategy

Student performance is assessed through examinations as well as group and individual class projects. The final grade is assessed as follows:

- Three Examinations 60%
- Four Group Assignments 40%

Group assignments must be presented in hardcopy reports in a professional format. Reports should be typewritten and between 2-3 pages in length. Each group should consist of a maximum of 3 students.

The comprehensive final examination encourages students to integrate what they have learned during the semester. The assessment process helps the student to build skills and understanding necessary for the capstone course in the discipline.

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, and group and individual class projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture. Students are encouraged to work in groups. They should first study each chapter independently and then follow up with a group discussion.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to assurance and financial statement auditing
- B. The financial statement auditing environment
- C. Risk assessment and materiality
- D. Audit evidence and audit documentation
- E. Audit planning and types of audit tests
- F. Internal control in a financial statement audit
- G. Auditing internal control over financial reporting
- H. Audit sampling

- I. Auditing the revenue process
- J. The purchasing process
- K. Completing the engagement
- L. Reports on audited financial statements
- M. Professional conduct, independence, and quality control

Group assignments

Four cases—instructor's choice

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail and should sign up for the online discussion group for the class. They are also expected to be familiar with the use of the Internet. Collaborative learning problems and cases require the student to use word processing programs, spreadsheets and other information/computer technologies. Students use their personal laptop computers to complete assignments.

XII. Special Projects/Activities

During the semester students are required to complete two group cases provided to the students by the instructor at least two weeks before the assignment due date. In addition, at the discretion of the instructor, selected individual case analyses may be required of the students.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Messier, W. F. Jr., S. Glover, and D. Prawitt, *Auditing and Assurance Services: A Systematic Approach*, 8th Edition, Irwin-McGraw-Hill, 2011.
ISBN 9780077520151

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Daily reading of *The Wall Street Journal* or similar business publications.

D. Supplemental Online Materials

PowerPoint Slides for the lectures can be downloaded from BLACKBOARD or from the textbook's website:

www.mhhe.com/messier7e

Connect Accounting, McGraw-Hill

<http://connect.mcgraw-hill.com>

The textbook's website contains a number of additional instructional resources that will be useful in successfully completing this course, including:

- Multiple-choice tests for each chapter
- Materials related to the Earth Wear Clothiers case and its auditors, included in the text
- Flashcards
- Kaplan CPA simulations

Students also should become familiar with the following websites:

- American Accounting Association (www.aaahq.org)
- American Accounting Association's Auditing Section (www.aaahq.org/audit/index.htm)
- American Institute of Certified Public Accountants (www.aicpa.org)
- Financial Accounting Standards Board (www.fasb.org)
- International Auditing and Assurance Standards Board (www.ifac.org/IAASB)
- International Federation of Accountants (www.ifac.org); Institute of Internal Auditors (www.theiia.org)
- Panel on Audit Effectiveness (www.pobauditpanel.org)
- PCAOB (www.pcaob.org)
- Securities and Exchange Commission(www.sec.gov)

I. Course Overview

Advanced financial accounting deals with the calculation of company take-over bids, statutory mergers, goodwill impairment testing, equity method of accounting for investments, consolidations, segment reporting, implied and fair value reporting, calculation of non-controlling interest, upstream and downstream sales, intercompany assets sales, constructive retirement of intercompany bonds, debt restructuring, foreign currency transactions and hedging, partnerships (formation, operation, termination and liquidations), and accounting for subsidiaries. This course guides students toward applying quantitative analytical skills to business decision making, with the ability to understand and analyze financial reports. It presents complex accounting topics building upon the knowledge from previous courses, and guides the students toward professional certification exams.

II. PMU Competencies and Learning Outcomes

In this course, students learn basic concepts and complexities involved in accounting areas such as corporate consolidations, multinational activities, and accounting for partnerships.

- The course provides a basis for a professional competence in accounting including an awareness of accounting globally.
- The course requires students to use analytical methods to make decisions, to comprehend advanced accounting concepts and methods, and to analyze how business transactions impact financial statements.
- Oral and listening skills are developed as students are encouraged to participate in class.
- Teamwork is promoted as students learn to study in groups.
- Students become familiar with research using electronic databases.

III. Detailed Course Description

The Advanced Accounting course is a continuation of the financial reporting sequence begun in Intermediate Accounting I and II courses. Advanced Accounting deals with three major areas: business combinations and consolidations, multinational accounting, and partnerships.

The study of consolidated financial statements includes business combinations; consolidated statements at date of acquisition and subsequent to acquisition; inter-company transactions, debt restructuring including merchandise, fixed assets, bonds and intangible assets; and subsidiary equity transactions.

Multinational accounting and reporting includes topics such as foreign currency transactions, and translation of foreign financial statements.

The study of partnerships includes the characteristics, formation and accounting for activities, including ownership changes and liquidations.

IV. Requirements Fulfilled

This is an elective course for accounting majors.

V. Required Prerequisites

ACCT 3321 Intermediate Accounting II

VI. Learning Outcomes

- LO1.** Memorize the basic terms, concepts and their application in accounting for business consolidations, international operations and partnerships.
- LO2.** Describe the special problems underlying accounting for business consolidations, international operations, and partnerships.
- LO3.** Summarize concepts and procedures underlying the measurement and reporting of financial

information dealing with business consolidations, international operations, and partnerships.

LO4. Demonstrate collaborative learning, and problem solving.

LO5. Demonstrate an understanding of the concepts and procedures underlying the measurement and reporting of financial information dealing with business consolidations, international operations, and partnerships.

VII. Assessment Strategy

The primary format of this course is lecture, class discussion and review. Assessments are a combination of assignments and exams.

- Three Exams 70%
- Quizzes 10%
- Group Assignment 10%
- Individual Assignment 10%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, individual assignment(s), and a group project. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture. Students are encouraged to work in groups. They should first study each chapter independently and then follow up with a group discussion.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Company takeover bids
- B. Statutory mergers
- C. Goodwill impairment testing
- D. Equity method of accounting
- E. Consolidation of financial statements – subsequent to the acquisition date and/or with outside ownership and/or non-controlling interest. Consolidated financial statements and outside ownership.
- F. Implied and fair value reporting
- G. Intra-equity asset transactions including: upstream and downstream sales, inter-company non-cur-

rent asset sales, constructive retirement of bonds, and general accounting for subsidiaries.

- H. Debt restructuring
- I. Consolidated financial statements; ownership patterns.
- J. Segment reporting
- K. Foreign currency transactions and hedging foreign exchange risk
- L. Translation of foreign currency financial statements
- M. Accounting for legal reorganizations and liquidations
- N. Partnerships: Formation, operation, termination and liquidations

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail. Students use their personal laptop computers to complete assignments and be proficient with Excel.

XII. Special Projects/Assignments

The course contains two writing assignments. One assignment is a group assignment involving the preparing of a consolidated balance sheet for a parent company with not less than two subsidiaries and involving the calculation of minority interest. The consolidated worksheet supporting the consolidated balance sheet must be presented using Excel or similar software. The second assignment is an individual written assignment. The topic is decided on a semester-by-semester basis and may include an oral presentation.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Peter, D. C. and Chaney, P. K. *Advanced Accounting*, 3rd edition, Wiley, 2007.
ISBN 9780470087367

Hoyle, Joe Ben; Thomas Schaefer and Timothy S. Douppnik, *Advanced Accounting*, 11th Edition, McGraw Hill Higher Education, 2012.
ISBN 9780071318211

B. Alternative Textbooks

None.

C. Supplemental Online Materials

Connect Accounting, McGraw-Hill
<http://connect.mcgraw-hill.com>

I. Course Overview

This course discusses the basic framework, principles and concepts underlying accounting for governmental and not-for-profit organizations. This includes budgeting, fund accounting, and accounting and financial reporting for local governmental units, hospitals, voluntary health and welfare organizations, and other non-profit entities.

II. PMU Competencies and Learning Outcomes

In this course, students gain an in-depth understanding of the international dimensions of accounting that is vital to an understanding of worldwide business operations.

- This course provides a basis for a professional competence in international accounting and provides an understanding of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems, and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments, and to interact with other class members. The course has a significant writing component, which should help to improve writing skills.
- Teamwork is promoted as students participate in collaborative learning problems and cases dealing with governmental accounting. The course is designed to foster cooperative learning, teamwork, and group discussion.

III. Detailed Course Description

This course discusses the basic framework, principles and concepts underlying accounting for governmental and not-for-profit organizations. This includes budgeting, fund accounting, and accounting and financial reporting for local governmental units, hospitals, voluntary health and welfare organizations, and other non-profit entities.

IV. Requirements Fulfilled

This course is an elective course for accounting majors and finance majors.

V. Required Prerequisites

ACCT 2311 – Financial Accounting,
ACCT 3311 – Intermediate Accounting

VI. Learning Outcomes

- CLO1. Describe and define the nature of accounting in governmental and not-for-profit organizations.
- CLO2. Evaluate and analyze the financial statements of governmental and/or not-for profit organizations.
- CLO3. Develop in students the ability to research and solve unstructured problems in governmental and/or not-for-profit accounting
- CLO4. Show written and oral skills
- CLO5. Show ability to work as groups

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes, writing assignments and cases. The final grade is assessed as follows:

- Midterm 1 20%
- Midterm 2 20%
- Homework 30%
- Final Exam 30%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, individual writing assignments, and group projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture. Students are encouraged to work in groups. They should first study each chapter independently and then follow up with a group discussion.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- Overview of Governmental and Not-for-Profit Accounting
- Concepts, Objectives and Principles of Local Governmental Accounting
- Budgeting and Budgetary Accounting and Reporting
- The General Fund and Special Revenue Funds
- Revenue Accounting – Governmental Funds
- Expenditure Accounting – Governmental Funds
- Capital Projects Funds
- Debt Service Funds
- Interfund Accounting
- Enterprise Funds
- Internal Service Funds
- Fiduciary Funds
- The Basic Financial Statements

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or similar service to communicate via e-mail and should sign up for the online discussion group for the class. They are also expected to be familiar with the use of the Internet. Collaborative learning problems and cases will require the student to use word processing programs, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbook:

Governmental and Nonprofit Accounting: Theory and Practice by Freeman, Shoulders, Allison, Patton, Smith 9th Edition.

B. Alternative Textbooks

C. Supplemental Print Materials

Course Title: ACCT 4321: Accounting for Managerial Planning and Control**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course examines the role and development of cost accounting and other information for use in planning, control, decision making, and performance evaluation. The application of appropriate quantitative and statistical methods is also covered.

II. PMU Competencies and Learning Outcomes

In this course, students gain an understanding of accounting for managerial planning and control. This course is part of the departmental capstone series. Taken during the final semester of the accounting program, it integrates a number of topics covered in previous accounting and non-accounting courses.

- This course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students participate in collaborative learning problems and cases dealing with accounting for managerial planning and control. The course is designed to foster cooperative learning, teamwork and group discussion.
- Students build competencies in modern information technologies by using the Internet as a learning resource, and spreadsheets and/or computer graphics and statistical tools in preparing case analyses. PowerPoint is used for classroom presentations.

III. Detailed Course Description

This course enables students to become familiar with the concepts and methods of internal reporting that allow managers to make decisions and to plan and control business operations. Students are encouraged to use accounting information in a variety of organizational contexts. The lessons taught in this course have practical significance in students' chosen careers. This course enables students to derive more benefit from related courses in finance, marketing, management, statistics, and economics. The course is divided into three sections: (1) cost analysis, decision making and project evaluation; (2) profitability analysis, performance evaluation and managerial control; and (3) other tools used in planning and decision making.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

Senior standing

VI. Learning Outcomes

- LO1.** Describe the nature of accounting for managerial planning and control
- LO2.** Describe the basic concepts of accounting for managerial planning and control
- LO3.** Describe the basics of managerial planning and control analysis
- LO4.** Summarize topics covered in previous accounting and non-accounting courses
- LO5.** Evaluate the ability of students work in groups
- LO6.** Demonstrate the written and oral communication skills

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes and a group case project(s). The final grade is assessed as follows:

- Two Exams 40%
- Final Comprehensive Exam 30%
- Group Case Analysis Project(s) 30%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

Accounting for Managerial Planning and Control teaches students how to work individually and in small groups. The comprehensive final examination encourages students to apply what they have learned during the semester. The assessment process helps the student to integrate the knowledge and skills acquired in other accounting and non-accounting courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, and group projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- Chapter 1. The Manager and Management Accounting
- Chapter 2. An Introduction to Cost Terms and Purposes
- Chapter 3. Cost-Volume-Profit Analysis
- Chapter 4. Job Costing
- Chapter 5. Activity-Based Costing and Activity-Based Management
- Chapter 6. Master Budget and Responsibility Accounting
- Chapter 7. Flexible Budgets, Direct-Cost Variances, and Management Control
- Chapter 8. Flexible Budgets, Overhead Cost Variances, and Management Control
- Chapter 9. Inventory Costing and Capacity Analysis

- Chapter 10. Determining How Costs Behave
- Chapter 11. Decision Making and Relevant Information
- Chapter 12. Strategy, Balanced Scorecard, and Strategic Profitability Analysis
- Chapter 13. Pricing Decisions and Cost Management
- Chapter 14. Cost Allocation, Customer-Profitability Analysis, and Sales-Variance Analysis
- Chapter 15. Allocation of Support-Department Costs, Common Costs, and Revenues
- Chapter 16. Cost Allocation: Joint Products and Byproducts
- Chapter 17. Process Costing
- Chapter 18. Spoilage, Rework, and Scrap
- Chapter 19. Balanced Scorecard: Quality and Time
- Chapter 20. Inventory Management, Just-in-Time, and Simplified Costing Methods
- Chapter 21. Capital Budgeting and Cost Analysis
- Chapter 22. Management Control Systems, Transfer Pricing, and Multinational Considerations
- Chapter 23. Performance Measurement, Compensation, and Multinational Considerations

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or similar service to communicate via e-mail and should sign up for the online discussion group for the class. They are also expected to be familiar with the use of the Internet. Collaborative learning problems and cases require the student to use word processing programs, spreadsheets and other information/computer technologies. Students use their personal laptop computers to complete assignments.

XII. Special Projects/Activities

During the semester students are assigned to a group. Each group is given one or two cases and prepares a formal write up and class presentation. The learning process requires students to demonstrate their knowledge of some of the latest computer/information technology (spreadsheets, computer graphics, PowerPoint presentations) in the preparation and presentation of the cases.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Hornigren, Charles T., Srikant M. Datar, and Madhav Rajan, *Cost Accounting, Global Edition*, 15th Edition, Pearson Education Limited, 2014
ISBN 9781292018225

B. Alternative Textbooks

C. Supplemental Print Materials

Hornigren, Charles T., Srikant M. Datar, and Madhav Rajan, *Student Study Guide to Accompany Hornigren's Cost Accounting: A Managerial Emphasis*, 14th Edition, Prentice Hall, 2011.
ISBN: 978-0132109208

D. Supplemental Online Materials

Online quizzes, tutoring, study guide at publisher's website.

I. Course Overview

This course examines the role and development of cost accounting and other information for use in planning, control, decision making, and performance evaluation. The application of appropriate quantitative and statistical methods is also covered.

II. PMU Competencies and Learning Outcomes

In this course, students gain an understanding of accounting for managerial planning and control. This course is part of the departmental capstone series. Taken during the final semester of the accounting program, it integrates a number of topics covered in previous accounting and non-accounting courses.

- This course provides a basis for a professional competence in accounting, including an awareness of accounting globally.
- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students participate in collaborative learning problems and cases dealing with accounting for managerial planning and control. The course is designed to foster cooperative learning, teamwork and group discussion.
- Students build competencies in modern information technologies by using the Internet as a learning resource, and spreadsheets and/or computer graphics and statistical tools in preparing case analyses. PowerPoint is used for classroom presentations.

III. Detailed Course Description

This course enables students to become familiar with the concepts and methods of internal reporting that allow managers to make decisions and to plan and control business operations. Students are encouraged to use accounting information in a variety of organizational contexts. The lessons taught in this course have practical significance in students' chosen careers. This course enables students to derive more benefit from related courses in finance, marketing, management, statistics, and economics. The course is divided into three sections: (1) cost analysis, decision making and project evaluation; (2) profitability analysis, performance evaluation and managerial control; and (3) other tools used in planning and decision making.

IV. Requirements Fulfilled

This is a required course for all accounting majors.

V. Required Prerequisites

Senior standing

VI. Learning Outcomes

- LO1.** Describe the nature of accounting for managerial planning and control
- LO2.** Describe the basic concepts of accounting for managerial planning and control
- LO3.** Describe the basics of managerial planning and control analysis
- LO4.** Summarize topics covered in previous accounting and non-accounting courses
- LO5.** Evaluate the ability of students work in groups
- LO6.** Demonstrate the written and oral communication skills

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes and a group case project(s). The final grade is assessed as follows:

- Two Exams 40%
- Final Comprehensive Exam 30%
- Group Case Analysis Project(s) 30%

Students are encouraged to build a notebook compiling their work product for each accounting course. The notebook should include all class notes, handouts, and solutions to problems. This information should be compiled from the first day of class.

Accounting for Managerial Planning and Control teaches students how to work individually and in small groups. The comprehensive final examination encourages students to apply what they have learned during the semester. The assessment process helps the student to integrate the knowledge and skills acquired in other accounting and non-accounting courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, and group projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- Chapter 1. The Manager and Management Accounting
- Chapter 2. An Introduction to Cost Terms and Purposes
- Chapter 3. Cost-Volume-Profit Analysis
- Chapter 4. Job Costing
- Chapter 5. Activity-Based Costing and Activity-Based Management
- Chapter 6. Master Budget and Responsibility Accounting
- Chapter 7. Flexible Budgets, Direct-Cost Variances, and Management Control
- Chapter 8. Flexible Budgets, Overhead Cost Variances, and Management Control
- Chapter 9. Inventory Costing and Capacity Analysis
- Chapter 10. Determining How Costs Behave
- Chapter 11. Decision Making and Relevant Information
- Chapter 12. Strategy, Balanced Scorecard, and Strategic Profitability Analysis
- Chapter 13. Pricing Decisions and Cost Management
- Chapter 14. Cost Allocation, Customer-Profitability Analysis, and Sales-Variance Analysis
- Chapter 15. Allocation of Support-Department Costs, Common Costs, and Revenues
- Chapter 16. Cost Allocation: Joint Products and Byproducts
- Chapter 17. Process Costing
- Chapter 18. Spoilage, Rework, and Scrap
- Chapter 19. Balanced Scorecard: Quality and Time
- Chapter 20. Inventory Management, Just-in-Time, and Simplified Costing Methods
- Chapter 21. Capital Budgeting and Cost Analysis
- Chapter 22. Management Control Systems, Transfer Pricing, and Multinational Considerations
- Chapter 23. Performance Measurement, Compensation, and Multinational Considerations

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or similar service to communicate via e-mail and should sign up for the online discussion group for the class. They are also expected to be familiar with the use of the Internet. Collaborative learning problems and cases require the student to use word processing programs, spreadsheets and other information/computer technologies. Students use their personal laptop computers to complete assignments.

XII. Special Projects/Activities

During the semester students are assigned to a group. Each group is given one or two cases and prepares a formal write up and class presentation. The learning process requires students to demonstrate their knowledge of some of the latest computer/information technology (spreadsheets, computer graphics, PowerPoint presentations) in the preparation and presentation of the cases.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Horngrén, Charles T., Srikant M. Datar, and Madhav Rajan, *Cost Accounting, Global Edition*, 15th Edition, Pearson Education Limited, 2014
ISBN 9781292018225

B. Alternative Textbooks

C. Supplemental Print Materials

Horngrén, Charles T., Srikant M. Datar, and Madhav Rajan, *Student Study Guide to Accompany Horngrén's Cost Accounting: A Managerial Emphasis*, 14th Edition, Prentice Hall, 2011.
ISBN: 978-0132109208

D. Supplemental Online Materials

Online quizzes, tutoring, study guide at publisher's website.

X. COURSE SYLLABI

C. FINANCE

FINA 3311: Financial Management Principles
FINA 3312: Financial Markets and Institutions
FINA 3313: Money and Banking
FINA 3314: Financial Statements Analysis
FINA 3321 Introduction to Islamic Finance
FINA 4312: Advanced Financial Management
FINA 4313: Investments
FINA 4314: International Finance
FINA 4315: Portfolio Management
FINA 4316: Capital Budgeting
FINA 4351: Special Topics in Finance

I. Course Overview

This course provides the fundamental concepts of finance. An introduction of key aspects of finance including financial planning, objectives, financial analysis, capital budgeting, capital structure, managing current assets, and managing short-term and long-term financing are addressed along with other key financial decisions such as capital structure and dividend policy.

II. PMU Competencies and Learning Outcomes

Writing and oral communications skills are addressed through written assignments, problem solving and case studies. Critical thinking and problem solving skills are sharpened through assigned problems and cases. Teamwork skills are enhanced through group work. Students enhance their technology competencies through the use of Microsoft Excel in solving problems and doing calculations and through the use of the Internet to look up financial data on companies and to access finance databases.

III. Detailed Course Description

In addition to marketing and operations, finance is one of the key functions of business. Money is the blood of any organization. This course will deal with the fundamentals of financial management. It will emphasize the role of finance in planning and decision making. Specific topics to be covered include the environment of financial management, wealth maximization, understanding financial statements, financial analysis, evaluating a firm's financial performance, risk-return relationship, time value of money, discounted cash flow analysis, risk in capital budgeting, stock and bond valuation, capital structure and cost of capital, working capital management, and valuation of the firm.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration. It is taken in the first semester of the junior year.

V. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting
- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics

VI. Learning Outcomes

LO1. Define the role of finance in business decisions

LO2. Define basic finance terminology

LO3. Outline risk-return trade off

LO4. Analyze financial statements

LO5. Evaluate the suitability of long term investment projects by applying capital budgeting techniques such as NPV, IRR, etc

LO6. Interpret the results of using various financial tools

LO7. Explain the management of assets and liabilities and their effect on capital structure

VII. Assessment Strategy

- | | |
|---|--------------------|
| • Examinations (Mid-Term and Final): | 70% of final grade |
| • Homework / Assignments: | 20% of final grade |
| • Class contributions / Case studies / Presentations: | 10% of final grade |

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Students are expected to read assignments in advance and be prepared to discuss the topics in class. The instructor provides short lectures to address questions raised by students. Students work individually and engage with other students in group work. Problems and short cases are assigned to allow students to learn the concepts and reinforce them. Students use the Internet to access current information on listed companies. Written assignments and cases are used to sharpen students' written communications skills. Students are expected to use Microsoft Excel in financial analysis and calculations. Emphasis is placed on understanding the concepts and being able to interpret the results.

Classroom Hours: (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part 1: Introduction to Financial Management

Chapter 1: Getting Started - Principles of Finance

Chapter 2: Firms and the Financial Market

Chapter 3: Understanding Financial Statements, Taxes, and Cash Flows

Chapter 4: Financial Analysis - Sizing Up Firm Performance

Part 2: Valuation of Financial Assets

Chapter 5: Time Value of Money - The Basics

Chapter 6: The Time Value of Money - Annuities and Other Topics

Chapter 7: An Introduction to Risk and Return - History of Financial Market Returns

Chapter 8: Risk and Return - Capital Market Theory

Chapter 9: Debt Valuation and Interest Rates

Chapter 10: Stock Valuation

Part 3: Capital Budgeting

Chapter 11: Investment Decision Criteria

Chapter 12: Analyzing Project Cash Flows

Chapter 13: Risk Analysis and Project Evaluation

Chapter 14: The Cost of Capital

Part 4: Capital Structure & Dividend Policy

Chapter 15: Capital Structure Policy

Chapter 16: Dividend Policy

Part 5: Liquidity Management & Special Topics in Finance

Chapter 17: Financial Forecasting and Planning

Chapter 18: Working Capital Management

Chapter 19: International Business Finance

Chapter 20: Corporate Risk Management

X. Laboratory Exercises

None.

XI. Technology Component

The Internet and financial databases are used in the course along with Microsoft Excel and Microsoft Word. E-mail is used to communicate with other students and the instructor.

XII. Special Projects / Activities

The instructor may require an analysis of a company as a written assignment.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Titman, Sheridan, John D. Martin, and Arthur J. Keown, *Financial Management: Principles and Applications*, 12th Edition, Pearson, 2014. ISBN: 9781292023069

B. Alternative Textbook**C. Supplemental Print Materials**

None.

D. Supplemental Online Materials

The text has companion material on the Web for purchase: Titman, Sheridan, John D. Martin, and Arthur J. Keown, *MyFinanceLab – for Financial Management: Principles and Applications*, 11th Edition, Pearson-Prentice Hall, 2011. ISBN 013210850X

I. Course Overview

This course deals with practices and instruments of financial institutions. It covers different types of risk such as interest rate risk, credit risk, and liquidity risk. Modern instruments are studied to provide an understanding of how they work and the implications of their use on different institutions and individuals. Financial market terms are defined.

II. PMU Competencies and Learning Outcomes

Written communications skills are used in preparing assignments and exams. Students enhance their technology competencies through use of computer applications and the Internet to collect data and do the necessary research to relate the information studied to the real world.

III. Detailed Course Description

This course is a study of major financial institutions and the markets in which they operate, with emphasis on financial decision making and risk management. Topics include financial intermediation theory; measurement and management of interest rate risk, credit risk, off-balance-sheet risk, foreign exchange risk, country risk, and liquidity risk; capital adequacy; deposit insurance, securitization, and product/market diversification. The use of derivatives and futures to manage risk and financial analysis of depository institutions are covered.

IV. Requirements Fulfilled

This is a required course for all finance majors. It may be taken as an elective by other business majors.

V. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting
- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics
- FINA 3311: Financial Management Principles

VI. Learning Outcomes

- LO1.** Describe the role of financial markets and institutions – (including Central Banks)
- LO2.** Describe the importance of the money and capital markets to an economy
- LO3.** Analyze the determinants and structure of interest rates
- LO4.** Explain and summarize the securities operations
- LO5.** Analyze the stock valuation and risk
- LO6.** Design and apply appropriate data structures for solving financial market and institution problems
- LO7.** Develop improved communication and collaborative skills
- LO8.** Analyze the performance characteristics of the money and bond markets
- LO9.** Complete class project and make power point presentations in the class

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Case / Term Paper Preparation: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course uses lectures, questions, and problems to learn the materials. Three or four guest speakers from financial institutions or regulators are invited to supplement class materials. Students are required to solve problems and use the Internet to get additional relevant data.

Classroom Hours: (3 hours per week)

Class: 3

Lab: 0

IX.

X. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part I: OVERVIEW OF THE FINANCIAL ENVIRONMENT.

1. The Role of Financial Markets and Institutions.
2. Interest Rate Determination.
3. Interest Rate Structure.

Part II: THE FED AND MONETARY POLICY.

4. The Fed and Its Functions.
5. Monetary Policy.

Part III: DEBT SECURITY MARKETS.

6. Money Markets.
7. Bond Markets.
8. Valuation and Risk of Bonds.
9. Mortgage Markets. Part IV: EQUITY MARKETS.

10. Investor Monitoring and Stock Offerings.

11. Valuation and Risk of Stocks.
12. Market Microstructure and Strategies.

Part V: DERIVATIVE SECURITY MARKETS.

13. Financial Futures Markets.
14. Options Markets.
15. Interest Rate Derivative Markets.
16. Foreign Exchange Derivative Markets.

Part VI: COMMERCIAL BANKING.

17. Commercial Bank Operations.
18. Regulation of Banks.
19. Bank Management.
20. Bank Performance.

Part VII: NONBANK OPERATIONS.

21. Thrift Operations.
22. Finance Company Operations.

23. Mutual Fund Operations.
24. Securities Operations.
25. Pension Fund and Insurance Operations.

XI. Laboratory Exercises

None.

XII. Technology Component

Use of the Internet to access financial information. Students use their personal laptop computers in preparing assignments and presentations.

XIII. Special Projects / Activities

None.

XIV. Textbooks and Teaching Aids

A. Required Textbook

Madura, Jeff, *Financial Markets and Institutions*, 10th Edition, South-Western/Cengage Learning, 2012. ISBN 9780538482172

B. Alternative Textbook

C. Supplemental Print Materials

The Wall Street Journal or a comparable local business paper.

D. Supplemental Online Materials

Students are encouraged to access financial data such as *Value Line* using the Internet.

I. Course Overview

This course provides the student with an understanding of the essential aspects of money, monetary theory, banking and finance, and financial institutions. Local and global financial markets and institutions are addressed.

II. PMU Competencies and Learning Outcomes

Students practice their communications skills through written assignments and examinations. Students build technology competencies through the use of the Internet in preparing reports and doing the research necessary for class assignments and the term paper. Discussions of the ethical dimension of business decisions build professional competencies. Analytical skills and problem solving skills are addressed through assigned problems and homework assignments. Teamwork is sharpened in group work activities.

III. Detailed Course Description

The course addresses the financial industry with special emphasis on the money market and the banking industry. The financial system and how it is related to the economy as a whole is studied. Monetary policy tools are discussed along with governmental regulations and ways of dealing with local and global issues affecting the money market. The course addresses new technological advances and their effects on banking, money and monetary policy. Interest rate targeting and the level of economic activity are studied along with managing risk in a global environment.

IV. Requirements Fulfilled

This is a required course for all finance majors. It may be taken as an elective in other business majors.

V. Required Prerequisites

- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics

VI. Learning Outcomes

- LO1.** Recognize and recall concepts of monetary economics, banking theory and the various money market instruments
- LO2.** Recognize the foreign exchange market and the applications of the exchange rates
- LO3.** Explain how monetary and fiscal policy affects the financial system
- LO4.** Describe the main elements of the financial system and describe the roles played by different financial assets in this system
- LO5.** Justify the main goals of monetary policy and assess the importance of monetary policy in the economy
- LO6.** Explain the determinants and the term structure of interest rates
- LO7.** Explain the impact of inflation and the monetary policy on interest rates
- LO8.** Explain the various ways to hedge interest rate risk.

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Project / Term Paper: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75

B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The class uses a variety of learning methodologies such as class participation, team activities, and class presentations, guest speakers from government and industry, and brief lectures. Students are expected to read the assignments in advance and be ready to discuss the issues raised and ask questions to clarify concepts.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Why study money, banking, and financial markets?
- B. An overview of the financial system
- C. What is money? A comparative approach to measuring money
- D. Understanding interest ratio
- E. The behavior of interest ratio
- F. The risk and term structure of interest ratio
- G. Banking and the management of financial institutions
- H. Banking industry: structure and competition
- I. Central banks: a global perspective
- J. The money supply process
- K. The foreign exchange market: exchange rates and applications
- L. The international financial system
- M. The demand for money
- N. The IS-LM model

X. Laboratory Exercises

None.

XI. Technology Component

Use of the Internet in assignments and PowerPoint in presentations. Students use their personal laptop computers.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Mishkin, Frederic S., *The Economics of Money, Banking, and Financial Markets*, 10th Edition, Pearson, 2012.

ISBN13: 9780273765851

Mishkin, Frederic S., *The Economics of Money, Banking, and Financial Markets Global Edition*, 11th Edition. Pearson, 2015.

ISBN13: 9781292094182

B. Alternative Textbook

Mishkin, Frederic S., *The Economics of Money, Banking, and Financial Markets Global Edition*, 8th Edition. Pearson, 2008.

ISBN10: 1408200724

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course addresses the key components of different financial statements and demonstrates how to analyze these statements. Different tools of analysis such as ratios, common size statements, trend analysis over time, and industry comparisons are studied. Interpretation of the results is highlighted.

II. PMU Competencies and Learning Outcomes

This course develops the student's analytical skills through the use of different techniques. It develops problem solving and critical thinking through the use of problems and cases. Written and oral communications skills are developed through problem solving homework assignments and class participation. Some assignments are completed in group settings to develop teamwork skills. Microsoft Excel is used in calculations to lessen the time to be used on calculations and devote more time to interpreting the results. Exams and assignments emphasize essays, problem solving, and computations to strengthen communications and analytical skills.

III. Detailed Course Description

Financial information is reported in financial statements, which provide a wealth of information if analyzed properly. The course provides a detailed study of financial statements with emphasis upon practical interpretations. Attention is given to financial statement analysis using financial accounting information and its finance implications. Balance sheets, income statements, statements of retained earnings, and cash flow statements are studied and examined as sources of information and the basis of the analyses. Students learn to assess the quality of information, assumptions used in preparing the statements, and cash flow calculations. Financial accounting standards are considered to help understand how the reporting requirements impact the numbers.

IV. Requirements Fulfilled

This is a required course for all finance majors. It may be taken as an elective in other business majors.

V. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting

VI. Learning Outcomes

- LO1. State the assumptions used in preparing financial statements
- LO2. Explain how to apply different analysis tools to financial statements
- LO3. Illustrate how statements can be prepared differently based on perspective such as financial accounting, tax accounting or managerial accounting
- LO4. Interpret the results of the analysis and use them to reach conclusions about the company under review
- LO5. Evaluate the quality of data
- LO6. Show responsibility for own learning
- LO7. Demonstrate effectively working in teams
- LO8. Illustrate ethically in personal and public forums
- LO9. Communicate effectively in oral and written form
- LO10. Demonstrating usage of information and communications technology related to the course
- LO11. Interpret problems using mathematical, statistical and numerical techniques
- LO12. Prepare reports

VII. Assessment Strategy

- Examinations: 65% of final grade
- Team Case Studies: 15% of final grade
- Homework: 20% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The course uses lectures, class discussion, required homework assignments, and team case studies.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Financial statements: map or maze
- B. Quality of financial reporting
- C. Balance sheet-financial condition
- D. Income statement
- E. Statement of retained earnings and stockholders' equity
- F. Statement of cash flow
- G. Calculating cash flow from operations
- H. Sources of information
- I. Tools and techniques of analysis
- J. Ratio analysis
- K. Common size analysis and industry averages
- L. Analyzing the data
- M. Segment reporting
- N. Understanding bank financial statements
- O. Earning quality, inflation, and cash flow
- P. Auditor report
- Q. Accounting policies, estimates-choices and changes

X. Laboratory Exercises

None.

XI. Technology Component

Students are expected to use Microsoft Excel and financial calculators to conduct their analyses. Microsoft Word is used to prepare reports. Microsoft PowerPoint is used to present the results of assigned work.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Ormiston, Aileen, and Lyn M. Fraser, *Understanding Financial Statements*, 10th Edition: Pearson, 2012.

ISBN 9780273769033

Ormiston, Aileen, and Lyn M. Fraser, *Understanding Financial Statements*, 11th Edition, Pearson, 2015

ISBN 9781292101552

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

The Internet is used to access additional information about companies to be studied.

XIV. Course Overview

This course addresses the key components of Islamic Finance and the models and structures of Islamic project finance. Its aims are to develop an appreciation of Sharia compliant project finance. The course will look in detail at the Islamic financial techniques applied in project finance and follow a practical, not theoretical approach with detailed analysis of multiple real life cases. Additionally, this course will examine in-depth the Islamic Sukuk (bonds) market.

XV. PMU Competencies and Learning Outcomes

This course develops the student's analytical skills through the use of different techniques. It develops problem solving and critical thinking through the use of problems and cases. Written and oral communications skills are developed through problem solving homework assignments and class participation. Some assignments are completed in group settings to develop teamwork skills. Microsoft Excel is used in calculations to lessen the time to be used on calculations and devote more time to interpreting the results. Exams and assignments emphasize essays, problem solving, and computations to strengthen communications and analytical skills.

XVI. Detailed Course Description

XVII. This course addresses the key components of Islamic Finance and the models and structures of Islamic project finance. Its aims are to develop an appreciation of Sharia compliant project finance. The course will look in detail at the Islamic financial techniques applied in project finance and follow a practical, not theoretical approach with detailed analysis of multiple real life cases. Additionally, this course will examine in-depth the Islamic Sukuk (bonds) market.

This is the only course in KSA that addresses Islamic Finance specifically which is critical in this part of the world. The main objectives of the course are:

- Discuss some of the specificities to be found in Islamic finance that are different from conventional finance.
- Develop an advanced knowledge and understanding of Islamic project finance.
- To demonstrate knowledge of different financial techniques applied by Islamic financial institutions.
- To illustrate the challenges faced by Islamic banks.

XVIII. Requirements Fulfilled

This is an elective course for all finance majors. It may be taken as an elective in other business majors.

XIX. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting

XX. Learning Outcomes

LO1. Discuss some of the specificities to be found in Islamic finance that are different from conventional finance.

LO2. Develop an advanced knowledge and understanding of Islamic project finance.

LO3. To demonstrate knowledge of different financial techniques applied by Islamic financial institutions

XXI. Assessment Strategy

- Examinations: 60% of final grade
- Team Case Studies: 20% of final grade
- Homework: 20% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

XXII. Course Format

The course uses lectures, class discussion, required homework assignments, and team case studies.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

XXIII. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

XXIV. Laboratory Exercises

None.

XXV. Technology Component

Students are expected to use Microsoft Excel and financial calculators to conduct their analyses. Microsoft Word is used to prepare reports. Microsoft PowerPoint is used to present the results of assigned work.

XXVI. Special Projects / Activities

None.

XXVII. Textbooks and Teaching Aids

I. Course Overview

Building on the financial management concepts taught in the introductory course, this course applies the concepts to different business situations, develops a more in depth understanding of the financial management tools and interprets the results. Finance policy and its interrelationship to the organization's goals are addressed.

II. PMU Competencies and Learning Outcomes

The course highlights analytical skills. Written and oral communications skills are stressed in homework assignments, case assignments, and tests. Teamwork skills are used in group assignments. Technological skills are enhanced through use of the Internet and computer usage in preparing written assignments and in the use of Microsoft Excel in financial calculations.

III. Detailed Course Description

The course provides applications of financial management tools, examination and interpretation of financial statements, and integration of financial policy and structure on overall management of the enterprise. More in-depth coverage of special topics such as financial planning, budgeting, long-term investment decisions, working capital management, cost of capital, valuation, rates of return, and choosing among alternative sources of funds.

IV. Requirements Fulfilled

The course is an elective for finance majors.

V. Required Prerequisites

- FINA 3311: Financial Management Principles

VI. Learning Outcomes

LO1. Justify financial management tools to business problems

LO2. Evaluate risk and return aspects of various decisions

LO3. Describe financial statements and interpret the results

LO4. Design capital budgeting techniques in problems and short cases

LO5. Recognize the key elements in capital structure decisions

LO6. Use working capital management techniques to offer solutions to hypothetical cases or to participating local companies

LO7. Develop a more in-depth understanding of finance theory

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Case Preparation: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50

C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Mini-lectures are used and supplemented by class discussion. Students are assigned a project/paper to enhance their learning of the concepts.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

PART I: FUNDAMENTAL CONCEPTS OF CORPORATE FINANCE.

1. An Overview of Financial Management and the Financial Environment.
2. Financial Statements, Cash Flow, and Taxes.
3. Analysis of Financial Statements.

PART II: FIXED INCOME SECURITIES.

4. Time Value of Money.
5. Bonds, Bond Valuation, and Interest Rates.

PART III: STOCKS AND OPTIONS.

6. Risk, Return, and the Capital Asset Pricing Model.
7. Stocks, Stock Valuation, and Stock Market Equilibrium.
8. Financial Options and Applications in Corporate Finance.

PART IV: PROJECTS AND THEIR VALUATION.

9. The Cost of Capital.
10. The Basics of Capital Budgeting: Evaluating Cash Flows.
11. Cash Flow Estimation and Risk Analysis.

PART V: CORPORATE VALUATION AND GOVERNANCE.

12. Financial Planning and Forecasting Financial Statements.
13. Corporate Valuation, Value-Based Management, and Corporate Governance.

PART VI: CASH DISTRIBUTIONS AND CAPITAL STRUCTURE.

14. Distributions to Shareholders: Dividends and Repurchases.
15. Capital Structure Decisions.

PART VII: TACTICAL FINANCING DECISIONS.

16. Working Capital Management.
17. Multinational Financial Management.

PART VIII: MANAGING GLOBAL OPERATIONS.

18. Lease Financing.
19. Hybrid Financing: Preferred Stock, Warrants, and Convertibles.

PART VIII: SPECIAL TOPICS.

20. Initial Public Offerings, Investment Banking, and Financial Restructuring.
21. Mergers, LBOs, Divestitures, and Holding Companies.
22. Bankruptcy, Reorganization, and Liquidation.
23. Derivatives and Risk Management.

PART X: ADVANCED ISSUES.

24. Portfolio Theory, Asset Pricing Models, and Behavioral Finance.
25. Real Options.
26. Analysis of Capital Structure Theory.

WEB CHAPTERS:

27. Providing and Obtaining Credit.
28. Advanced Issues in Cash Management and Inventory Control.

- 29. Pension Plan Management.
- 30. Financial Management in Not-For-Profit Businesses.

X. Laboratory Exercises

None.

XI. Technology Component

The Internet is used to acquire additional financial information. Students use their personal laptop computers in preparing class assignments, for presentations and in doing calculations using Microsoft Excel.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Brigham, Eugene F., and Michael C. Ehrhardt, *Financial Management: Theory and Practice*, 13th Edition, Cengage/South-Western, 2010.
ISBN 9781439078099

B. Alternative Textbooks

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course introduces modern investment concepts and techniques including portfolio management. It highlights the importance of the risk and return tradeoff. Other concepts include financial markets, capital markets, and valuation of the firm, security analysis, investing in equity versus debt, efficiency of market evaluation, diversification efforts, investment goals, and portfolio selection.

II. PMU Competencies and Learning Outcomes

Analytical skills are developed in this course along with the use of communications skills through written reports and class presentations. Use of the Internet and Microsoft Excel software assist students in building technology skills so that they can concentrate on the concepts, understanding and interpretation of results without spending unnecessary time on tedious computations. Teamwork skills are enhanced in group work. Critical thinking skills are developed in interpreting results and discussing their implications.

III. Detailed Course Description

An understanding of investment concepts, tools and techniques is essential to successful investing. The investing decision is one of the key applications of the concept of the risk-return tradeoff. Monitoring the portfolio and continuing to manage it effectively is both an art and science. This course provides an introduction to investment management issues. Key financial and technical aspects of stocks, bonds, options and future markets are included. The course also covers buying and selling securities, understanding of securities markets, the inflation effect, portfolio analysis and evaluation.

IV. Requirements Fulfilled

This is a required course for all finance majors.

V. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting
- FINA 3311: Financial Management Principles

VI. Learning Outcomes

- LO1.** Outline key characteristics of different type of securities
- LO2.** Explain the efficient market hypothesis and how it relates to investment decisions
- LO3.** Recognize key investment analysis tools
- LO4.** Describe portfolio theory and capital asset pricing model
- LO5.** Demonstrate use of key investment analysis tools

VII. Assessment Strategy

- Examinations: 70% of final grade
- Homework / Assignments: 10% of final grade
- Group Project: 15% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00

C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Students are expected to read assignments in advance and be ready to participate in class discussion. Lectures are used to address concepts students identify as not clearly understood by them. Students read the business sections of local newspapers and international publications such as *The Wall Street Journal* to keep track of various global issues in investment. In addition three or four invited guest speakers during the semester provide a real-world flavor which is augmented with a group project. The group project is selected from one of the topics covered in the text with the students doing the research necessary to apply the concepts to real companies.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Asset classes and financial instruments
- B. Securities markets
- C. Mutual funds
- D. Risk and return
- E. Efficient diversification
- F. Capital asset pricing and arbitrage pricing theory
- G. The efficient market hypothesis
- H. Behavioral finance and technical analysis
- I. Bond prices and yields
- J. Macroeconomic and industry analysis
- K. Equity calculation
- L. Option valuation

X. Laboratory Exercises

None.

XI. Technology Component

Students use the Internet to access information about securities, industry data, and do financial research. They make uses of their personal laptop computers in completing assignments.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Bodie, Zvi, Alex Kane, and Alan J. Marcus, *Essentials of Investments*, 9th Edition: McGraw-Hill, 2013.

ISBN 9780077155032

B. Alternative Textbooks

None.

C. Supplemental Print Materials

The Wall Street Journal or equivalent. *The Wall Street Journal* may be accessed at WSJ.com/students.

D. Supplemental Online Materials

Use of the Internet and access to financial data is expected.

I. Course Overview

This course covers financial management from an international perspective. Students are exposed to influences of different currencies on exchange rates, and how international transactions and the exchange rates can affect a firm’s performance. Global aspects are studied to demonstrate how they affect the flow of funds, financial markets, exchange rate risk, long-term asset management, and short-term asset management.

II. PMU Competencies and Learning Outcomes

The course sharpens the analytical skills of the students through the study of different cultural settings. Problem solving and critical thinking skills are used in problem assignments. Students use their communication skills in writing and oral presentations. Technological skills are reinforced by using the Internet and the computer in assignments and case preparation.

III. Detailed Course Description

This course is a study of the institutions and relationships of the international financial system as they relate to balance of payments, foreign exchange risk, arbitrage and the Eurocurrency market. The emphasis is on methods of arbitrage, forecasting exchange rates, and hedging against foreign exchange risk. Additionally, the course addresses different financial management topics (such as capital structure and cost of capital, short term and long-term financing) as they apply to the international environment. It considers differences in accounting procedures, governmental regulations, political risk, and exchange rates. Ethics in international transactions are addressed.

IV. Requirements Fulfilled

This is a required course for all finance majors. It may be taken by other business majors as an elective.

V. Required Prerequisites

- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics
- FINA 3311: Financial Management Principles

VI. Learning Outcomes

- LO1.** Recognize the international environment in which a firm operates
- LO2.** Describe and recognize the major international finance markets
- LO3.** Recognize some of the commonly used tools to assess different types of risk in international transactions
- LO4.** Recognize key features of exchange rate calculations, strategic planning in international context, and international banking
- LO5.** Recognize how hedging and arbitrage work
- LO6.** Develop and understand the meaning of key terms used in international finance

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Case Preparation: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00

A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The course uses mini-lectures, class discussion, problems, exercises and short cases to present materials. Individual homework and group projects are used to promote learning. Three or four guest speakers from local firms engaged in international trade are invited to supplement class activities.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. International flow of funds
- B. International financial markets
- C. Exchange rate determination
- D. Foreign currency futures and options
- E. Exchange rate parity and arbitrage
- F. Measuring exchange rate risk
- G. Managing exchange rate risk
- H. Financing international trade
- I. Direct foreign investment
- J. Multinational capital budgeting
- K. Multinational capital structure
- L. Country risk analysis
- M. Long-term financing
- N. Short-term financing
- O. Strategic planning
- P. International banking

X. Laboratory Exercises

None.

XI. Technology Component

The Internet is used to acquire additional financial information. Students use their personal laptop computers in preparing class assignments, for presentations, and in doing calculations using Microsoft Excel and Word.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Madura, Jeff, *International Financial Management*, 12th Edition: Cengage Learning, 2014. ISBN

9781133947837

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

The Internet is used by students along with the computer in preparing class assignments and project papers.

I. Course Overview

This course builds on the concepts developed in other courses concerning financial management, investments, and statistics. It is designed to teach the individual how to manage his or her money to get the maximum return for the acceptable risk level. It provides in-depth coverage of how to analyze different securities, select a portfolio, and manage that portfolio.

II. PMU Competencies and Learning Outcomes

The course builds skills of analysis, interpretation, and critical thinking in a quantitative context. Teamwork skills are developed through group securities analysis assignments. Written and oral presentation skills are used in preparing assignments and through tests and class presentations. Students build their technology competencies through the use of *Microsoft Excel* and the computer.

III. Detailed Course Description

The course addresses the evaluation of investment securities of both private and public institutions through external analysis of financial statements and economic conditions. Portfolio selection, expected return and risk selection, and conditions of market efficiency are also discussed.

IV. Requirements Fulfilled

This is a required course for all finance majors. It may be taken by other business majors who have acquired the necessary prerequisites.

V. Required Prerequisites

- FINA 3311: Financial Management Principles
- FINA 4313: Investments
- MATH 1313: Statistical Methods

VI. Learning Outcomes

- LO1. Recognize the asset allocation decision
- LO2. Learn the key developments in investment theory
- LO3. Analyze individual securities
- LO4. State and use the asset pricing model
- LO5. Describe and explain derivative securities
- LO6. Evaluate portfolio performance
- LO7. Evaluate and interpret company and industry analysis
- LO8. Describe and explain the efficient market hypothesis

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Case Preparation: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The course uses mini-lectures supplemented by class assignments individual discussions and group work to let the students learn the concepts and be able to perform the analysis and interpret the results.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. The asset allocation decision
- B. Security market indexes
- C. Efficient capital markets
- D. Portfolio management
- E. Asset pricing models
- F. Multifactor models of risk and return
- G. Macroanalysis and microvaluation of the stock market
- H. Equity portfolio management strategies
- I. Bond portfolio management strategies
- J. Derivative markets, securities, and contracts
- K. Professional money management and industry ethics
- L. Evaluation of portfolio performance

X. Laboratory Exercises

None.

XI. Technology Component

The Internet is used to gather company and industry data for the analysis. Students use their personal laptop computers in financial calculations and in written assignments.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Reilly, Frank K., and Brown, Keith C., *Investment Analysis and Portfolio Management*, Europe, Middle East and African Edition, Cengage Learning, 2015.

ISBN 9781473704794

B. Alternative Textbook

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Value Line or other financial databases are used to collect information and readings from *The Wall Street Journal* or local financial publications are assigned by the instructor.

I. Course Overview

This course addresses the key components of evaluating capital projects including cash flow estimation, methods and evaluations techniques, and project and portfolio risk. Related topics such as modified rate of return, net present value, profitability index, payback, disposal decisions, and reinvestment assumption also are included.

II. PMU Competencies and Learning Outcomes

The course sharpens students' analytical skills. Problem solving and use of computers to aid in calculations help apply reasoning and critical thinking skills. Teamwork skills are developed through group discussions to interpret the results of different capital budgeting techniques and to help students appreciate the complexity involved in complex investment decisions.

III. Detailed Course Description

The course addresses methods for evaluating long term investments that involve large sum of money with a longer life than regular expenditures. Students study how to estimate relevant cash flows, pros and cons of different methods of evaluation, and how to interpret the results. The course examines risks in investment decisions, risks of a project, risks in a portfolio, and how to measure these risks. It includes modified rate of return, net present value, profitability index, payback, disposal decisions, reinvestment assumption, and dealing with capital rationing. Once calculations are made, interpretation of the results is highlighted along with the need for post-audits.

IV. Requirements Fulfilled

This course is an elective for finance majors and other business students.

V. Required Prerequisites

- ACCT 2311: Fundamentals of Financial Accounting
- ACCT 2321: Fundamentals of Managerial Accounting
- ECON 1311: Introduction to Macroeconomics
- ECON 1312: Introduction to Microeconomics
- FINA 3311: Financial Management Principles
- MATH 1313: Statistical Methods

VI. Learning Outcomes

- LO1. Explain the importance of capital budgeting decisions
- LO2. Differentiate terms used in capital budgeting
- LO3. Recognize and calculate relevant cash flows
- LO4. Justify the use to different methods and capital budgeting techniques
- LO5. Evaluate project risk
- LO6. Recognize and evaluate portfolio risk
- LO7. Demonstrate an awareness of the problems associated with multiple yields, the reinvestment assumption, and decisions under capital rationing conditions

VII. Assessment Strategy

- Examinations: 60% of final grade
- Homework / Assignments: 10% of final grade
- Case or Term Project: 30% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Learning occurs through readings and mini-lectures, three or four guest speakers from local businesses, problem solving, short cases, and written assignments. Students work as individuals and in groups.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Capital budgeting versus budgeting for operations
- B. Determining relevant cash flows
- C. Time value of money
- D. Methods of evaluation
 - 1. Payback
 - 2. NPV
 - 3. PI
 - 4. Internal rate of return
 - 5. Modified internal rate of return
- E. Risk in capital budgeting
- F. Risk in a project sense
- G. Risk in a portfolio sense
- H. Lease versus borrow decisions
- I. Post-audits of projects
- J. Administrative aspects of capital budgeting
- K. Quantitative versus qualitative information and interpretation of results

X. Laboratory Exercises

None.

XI. Technology Component

Students use Microsoft Excel on their personal laptop computers to calculate project return and risk factors.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Baker, H. K., and P. English (editors), *Capital Budgeting Valuation: Financial Analysis for Today's Investment Projects*: J Wiley, 2011. ISBN 978-0-470-56950-4

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course introduces current finance topics that are not covered or not covered in sufficient depth in other finance courses. Special topics to be announced may include corporate finance, financial management, investments, real estate, insurance or financial institutions and markets.

II. PMU Competencies and Learning Outcomes

The extent to which the course covers different competencies varies depending upon the specific topics offered. However, all finance courses should address analytical and problem solving skills, use computers and the Internet where applicable, and apply reasoning and critical thinking skills. Teamwork skills are addressed through group work.

III. Detailed Course Description

This course covers a selected area in finance. It also provides a method for testing new finance courses to find if they fill a gap in the offerings or serve as a possible elective for finance or non-finance majors. Exact coverage and course requirements are recommended by the faculty and approved by the department and the College of Business through the normal curriculum approval process.

IV. Requirements Fulfilled

This course is an elective for finance majors and other business students.

V. Required Prerequisites

Prerequisites vary depending upon the topic. Admission to the course also may be granted by permission of the instructor.

VI. Learning Outcomes

- LO1.** Distinguish between Islamic and conventional finance products
- LO2.** Structure Islamic finance and investment products in simple settings
- LO3.** Demonstrate Islamic finance and investment products in simple settings
- LO4.** Appreciate the mechanism behind Islamic finance system
- LO5.** Reorganize to Islamic insurance and bond markets work
- LO6.** Recognize the importance of Islamic capital markets

VII. Assessment Strategy

Assessment varies depending upon the topic covered. It generally follows the norm in finance courses by requiring tests, homework, problem solving, and written assignments to enforce learning outcomes.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The learning occurs through readings, mini-lectures, three or four guest speakers from local businesses, problem solving, short cases, and written assignments depending upon the topic covered. Students work as individuals and in groups.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Details of topics vary depending upon the subject of the course.

X. Laboratory Exercises

None.

XI. Technology Component

Varies depending upon the topic covered.

XII. Special Projects / Activities

Varies depending upon the topic covered.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Varies depending upon the topic covered.

B. Alternative Textbooks

Varies depending upon the topic covered.

C. Supplemental Print Materials

Varies depending upon the topic covered.

D. Supplemental Online Materials

Varies depending upon the topic covered.

VIII. COURSE SYLLABI

C. BUSINESS ADMINISTRATION COURSES

- BUSI 2311: Principles of Management
- BUSI 3311: Legal Environment of Business
- BUSI 3312: Organizational Behavior
- BUSI 3313: Marketing Principles
- BUSI 3321: Operations Management
- BUSI 3322: Supply Chain Management
- BUSI 3323: Introduction to HRM
- BUSI 3331: Business Negotiations
- BUSI 3341: Advanced Statistical Methods
- BUSI 4361: Entrepreneurship
- BUSI 4311: Introduction to e-Commerce
- BUSI 4321: International Business
- BUSI 4351: Internship
- ASSE 4311: Learning Assessment III / Administrative Strategy and Policy
- BUSINESS ELECTIVES:**
- BUSI 3301: Special Topics in Business
- BUSI 3361: Business Psychology
- BUSI 4341: Enterprise Resource Planning
- BUSI 4343: Project Management

I. Course Overview

The purpose of this course is to present modern concepts of management to the students and help them to develop skills in analysis of business organizations both in terms of their internal functioning and interaction with the environment. In addition, various schools of management thought and their impact on the decision making process and on organizational performance are evaluated.

II. PMU Competencies and Learning Outcomes

This course provides students with the basic concepts and principles of management and shows their application to managerial roles and activities. Students become acquainted with major business management concepts which will make them more efficient and effective managers in their workplace. Based on this course, students will develop the below mentioned competences.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource for classroom preparation and homework assignments.

III. Detailed Course Description

This course is an introduction to the management function, where a comprehensive coverage of the planning, organizing, leading and controlling functions that are required for effective management in organizations today. Issues in strategy, diversity and entrepreneurship will be discussed extensively. This course will focus comprehensively on the functions of management, managerial processes and interaction between organizations and their environment. This class will review the evolution of management thought, function and practice and will stress current approaches and emerging concepts. The course provides a review of management as an area of theoretical development as well as a field of practice. Students will be exposed to hands-on experience in problem solving, decision-making and case analysis to enhance their analytical and team membership skills.

IV. Requirements Fulfilled

This is a required course for all business administration majors.

V. Required Prerequisites

Sophomore year standing

VI. Learning Outcomes

At the end of this course the student will be able to:

- LO1.** Define the role of management in an organization
- LO2.** Recognize and conceptualize the knowledge learned
- LO3.** Explain management theory and applications
- LO4.** Ability to demonstrate a superior level of written skill
- LO5.** Evaluate the students should have a good oral skill
- LO6.** Demonstrate intellectually the role of management and communication methods

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes, writing assignments and case analysis. The final grade is assessed as follows:

Assignments	10%
Mid-term exam 1:	15%
Mid-term exam 2:	15%
Project	20%
Participation	20%
Final comprehensive exam:	30%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, writing assignments and group projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture. Students are encouraged to work in groups. They should first study each chapter independently and then follow up with a group discussion.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

Part One Defining the Manager's Terrain

Chapter 1 Introduction to Management and Organizations

Chapter 2 Management History

Chapter 3 Organizational Culture and Environment

Chapter 4 Managing in a Global Environment

Chapter 5 Social Responsibility and Managerial Ethics

Part Two Planning

Chapter 6 Managers as Decision Makers

Chapter 7 Foundations of Planning

Chapter 8 Strategic Management

Part Three Organizing

Chapter 9 Organizational Structure and Design

Chapter 10 Managing Human Resources

Chapter 11 Managing Teams

Chapter 12 Managing Change and Innovation

Part Four Leading

Chapter 13 Understanding Individual Behavior

Chapter 14 Managers and Communication

Chapter 15 Motivating Employees

Chapter 16 Managers as Leaders

Part Five Controlling

Chapter 17 Introduction to Controlling

Chapter 18 Managing Operations

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

Students should have the capability to use electronic references such as *Lexis/Nexis*.

XII. Special Projects / Activities

During the semester students are assigned to a group where they research an important legal issue, analyze it and present their findings to the class. In addition there are written assignments on selected topics. Writing assignments must be typewritten.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Robbins, Stephen, Mary Coulter, Yusuf Sidani and Dima Jamalid, *Management*, 2nd Edition, Pearson International Edition, 2015

ISBN-13: 9781447967064

B. Alternative Textbooks

C. Supplemental Print Materials

D. Supplemental Online Materials

I. Course Overview

This course covers the legal environment in which all businesses must operate. It consists of a survey of major business law concepts, including contracts. Emphasis is placed on commercial law and labor law in Saudi Arabia.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course provides students with an understanding of the legal system in Saudi Arabia. Students are introduced to complex legal rules and court decisions affecting those in business. Particular attention is given to law governing contracts as well as commercial law in Saudi Arabia. Students explore how the Saudi court system operates. The course provides an introduction to the basics of international law for business and how it interacts with the Saudi legal system. Some specific topics covered include the law of contracts and the formation and dissolution of companies.

IV. Requirements Fulfilled

This is a required course for all business administration majors.

V. Required Prerequisites

Sophomore year standing

VI. Learning Outcomes

At the end of this course the student will be able to:

LO7. Describe the fundamental principles of a legal system

LO8. Define the principles and techniques used in writing a business contract, which meet all legal requirements

LO9. Outline the various techniques to build healthy environment to conduct business based on free competition

LO10. Develop the skills necessary to negotiate a business argument with other companies

LO11. Compose a solution to a business conflict using current legal regulations and laws

VII. Assessment Strategy

Student performance is assessed through examination, short quizzes, writing assignments and case analysis. The final grade is assessed as follows:

Mid-term exam 1:	20%
Mid-term exam 2:	20%
Final comprehensive exam:	30%

Writing assignments, cases, and quizzes:

30%

This course teaches students how to work individually and in a small group setting. The comprehensive final examination encourages students to integrate what they have learned during the semester.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, homework assignments, writing assignments and group projects. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. They are expected to spend an average of two hours per week outside of class for each hour of lecture. Students are encouraged to work in groups. They should first study each chapter independently and then follow up with a group discussion.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. The legal business environment
 - 1. Introduction to law and legal reasoning
 - 2. The classification and branches of law
 - 3. Court procedures and alternative dispute resolution
 - 4. Islamic law sources
- B. Torts and crimes
 - 1. Intentional torts and privacy
 - 2. Negligence and strict liability
 - 3. Intellectual property and Internet law
 - 4. Criminal law and cyber crimes
- C. Contracts and e-contracts
 - 1. Nature and terminology
 - a. Agreement in traditional and e-contracts
 - b. Capacity and legality
 - c. Mistakes, fraud, and voluntary consent
 - d. Frauds-writing requirements and electronic records
 - 2. Legality of contracts
 - a. Third party rights
 - b. Performance and discharge
 - c. Breach of contract and remedies
 - d. Warranties and product liabilities
- D. Business organizations
 - 1. Business organizations under Saudi law
 - 2. Formation and financing of companies
 - 3. Commercial and civil companies
 - 4. Mergers, consolidation and termination
- E. International law in a global economy
 - 1. Negotiable instruments
 - 2. Liability, defenses, and discharge
 - 3. Checks and banking in the digital age
 - 4. Secured transactions and bankruptcy law

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's BLACKBOARD system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

Students should have the capability to use electronic references such as *Lexis/Nexis*.

XII. Special Projects / Activities

During the semester students are assigned to a group where they research an important legal issue, analyze it and present their findings to the class. In addition there are written assignments on selected topics. Writing assignments must be typewritten.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Saudi Arabia Business Law Handbook: Strategic Information and Basic Laws, International Business Publications USA, ISBN -13: 9781514501818

B. Alternative Textbook

I. Course Overview

To be successful in an organizational setting, individuals need to know how to behave and interact effectively with people. This course provides students with an overview of topics on organizational behavior and organizational structure.

II. PMU Competencies and Learning Outcomes

This course provides students with techniques to effectively work in an organization. Theories of leadership, team management and motivation are addressed. The students work on cases in teams and have both written and oral presentations. The Internet is used extensively to collect relevant information for the cases.

III. Detailed Course Description

This course focuses on the factors that an individual needs to know in order to successfully interact with others in an organization. The course introduces students to topics in performance management, motivation, communication, leadership, group dynamics, conflict and negotiation, and change management. Ethics, diversity, and small business applications will be addressed.

IV. Requirements Fulfilled

This is a required course for all business administration majors.

V. Required Prerequisites

None.

VI. Learning Outcomes

LO1. State, explain and apply the theories of human behavior in organizations – this will include all three levels of OB – individual, group and organizational

LO2. Recognize effective leadership behaviors and summarize the different leadership styles used in organizations

LO3. Evaluate the key influences on group and team behaviors in organizations

LO4. Demonstrate an appreciation of how individual differences and motivations influence behavior in the workplace

LO5. Describe and evaluate the key ethical issues and influence of diversity in organizations

VII. Assessment Strategy

The course grade is determined by three tests, performance on the cases both oral and written and the performance on the semester project. The tests determine if the student has learnt the concepts presented in class. The cases and the semester long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

A. Examinations (60% grade)

Exam 1: 20%

Exam 2: 20%

Final Exam 20%

B. Cases – Written Portion (20% of grade)

Demonstrates ability to critically think and cogently present material.

C. Assignments/Classwork/Oral Presentations (20% of grade)

The final grade along with the case evaluations is included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture and discussion. The discussions could spill over into online discussions using the University's BLACKBOARD system. It is recommended that the class meets twice a week each session being an hour and half in order to effectively handle case discussions and lecture on the same day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

Part I. Introduction and Ethical Foundations.

Chapter 1. Organizational Behavior and Key Competencies.

Chapter 2. Ethical Foundations in Organizational Behavior.

Part II. The Individual in Organizations.

Chapter 3. Understanding Individual Differences.

Chapter 4. Perceptions and Attributions.

Chapter 5. Applying Learning Concepts to Improve Performance.

Chapter 6. Motivating Employees.

Chapter 7. Motivation through Goal-Setting and Reward Programs.

Chapter 8. Workplace Stress and Aggression.

Part III. Leadership and Team Behaviors.

Chapter 9. Fostering Interpersonal Communication in Organizations.

Chapter 10. Leading Effectively: Foundations.

Chapter 11. Leading Effectively: New Perspectives.

Chapter 12. Developing and Leading Teams.

Chapter 13. Managing Conflict and Negotiating Effectively.

Part IV. The Organization.

Chapter 14. Making Managerial Decisions.

Chapter 15. Designing Organizations.

Chapter 16. Cultivating Organizational Culture.

Chapter 17. Guiding Organizational Change.

X. Laboratory Exercises

This course does not require any lab sessions.

XI. Technology Component

The course uses the University's BLACKBOARD system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases is done using the Internet.

XII. Special Projects/Activities

Each class session should begin with a case from the textbook. The students relate the concepts in each class period to the case that is assigned for the day.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Hellriegel, Don, and John W. Slocum, Jr., *Principles of Organizational Behavior*, 13th Edition, South-Western/Cengage Learning, 2011.
ISBN 9780538743341

B. Alternative Textbooks

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

Marketing is a key activity for a business to survive in a competitive environment. This course introduces students to the key marketing issues that they need to understand to effectively market a firm’s products and services. A broad array of topics is addressed including marketing in the current global environment.

II. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills. The cases and the semester long project require students to work in teams, with both oral and written presentations of the material. The Internet is used to collect relevant information for the cases and project.

III. Detailed Course Description

To effectively market a product, a number of factors must be considered. This course explores, marketing principles, including marketing strategy, decisions related to the product such as product distribution and pricing, targeting consumers, the difference between marketing to consumers versus businesses. The course also explores issues in advertising and other marketing communication methods, determining an advertising mix and sales promotions. Additional topics include e-marketing, entering global markets and marketing ethics.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

- MATH 1313: Statistical Methods

VI. Learning Outcomes

LO1. Define the key concepts and terminologies in the field of marketing

LO2. Design a marketing research project that related to real world scenario

LO3. Demonstrate responsibility for own learning

LO4. Demonstrate oral and written communication

LO5. Perform effectively using hardware and software

VII. Assessment Strategy

The course grade is determined by three tests, performance on the cases both oral and written and the performance on the semester project. The tests determine if the student has learnt the concepts presented in class. The cases and the semester long project demonstrate the student’s ability to critically think and apply the concepts in a comprehensive manner.

Mid-term exam	20%
Final examination	30%
Project	30%
Homework / Case studies	10%
Oral presentation	10%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75

B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture and discussion. The discussions could spill over into online discussions using the University's BLACKBOARD system. It is recommended that the class be twice a week each session being an hour and half in order to effectively handle case discussions and lecture on the same day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

Part 1 Defining Marketing and the Marketing Process

Chapter 1 Marketing: Creating and Capturing Customer Value

Chapter 2 Company and Marketing Strategy: Partnering to Build Customer Relationships

Chapter 3 Analyzing the Marketing Environment

Chapter 4 Marketing Research

Chapter 5 Consumer Behavior

Chapter 6 Business Markets and Business Buyer Behavior

Chapter 7 Customer-Driven Marketing Strategy: Segmentation, Targeting & Positioning

Chapter 8 Products, Services, and Brands: Building Customer Value

Chapter 9 New-Product Development and Product Life-Cycle Strategies

Chapter 10 Pricing

Chapter 11 Communicating Customer Value: Integrated Marketing Communications Strategy

Chapter 12 Promotion Mix Strategies: Advertising and Public Relations

Chapter 13 Direct and Online Marketing: Building Direct Customer Relationships

Chapter 14 Managing Marketing Channels

Chapter 15 Creating Competitive Advantage

Chapter 16 The Global Marketplace

Chapter 17 Sustainable Marketing: Social Responsibility and Ethics

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

The course uses the University's BLACKBOARD system for communicating between the instructor and student and between students working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester long project is done using the Internet.

XII. Special Projects/Activities

Each class session should begin with a case. The students relate the concepts in each class period to the case that is assigned for the day.

A semester-long project requires each group to develop a marketing plan for a product. All concepts discussed in class must be addressed in the project.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Tolba, Ahmad, Anwar Habib, Philip Kotler, and Gary Armstrong, *Principles of Marketing*, Arab World Edition, Pearson, 2011.
ISBN 9781408289075

B. Alternative Textbook

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course provides students with an understanding of the factors that must be analyzed and controlled to efficiently produce goods or provide services. It also introduces students to operations research methods that are used to make production decisions and discusses the various topics in production operations in both manufacturing and service sectors.

II. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills through case studies. It helps students to develop their professional skills through oral and written presentation in a team work environment. It reinforces concepts through homework by using Microsoft Excel.

III. Detailed Course Description

This course introduces students to a number of topics that form the foundation for making operational decisions in production process. Topics include forecasting techniques, capacity planning, plant location, inventory management, quality control, MRP and ERP systems and supply chain management and project management. In addition, it discusses the operational research methods such as decision theory, and linear programming techniques.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

- MATH 1311: Finite Mathematics for Students of Business
- MATH 1312: Calculus for Students of Business
- MATH 1313: Statistical Methods

VI. Learning Outcomes

- LO1.** Articulate the fundamental principles of operations management
- LO2.** Develop an understanding of the operations management functions in a manufacturing or service industry
- LO3.** Demonstrate the skills necessary to identify, analyze and resolve typical problems that arise in managing operations
- LO4.** Evaluate cause and effects and business requirements for a given problem scenario
- LO5.** Generate new designs to improve the existing operations and work with people from different backgrounds as a team to solve complex business operations problems
- LO6.** Establish and measure the performance of different operations related decision problems, such as productivity, facility layout, capacity planning, facility location, forecasting, inventory, quality, etc.

VII. Assessment Strategy

The course grade is determined by three tests, performance on the cases, quizzes, homework assignments, and semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, quizzes, homework problems and semester-long project assess students' analytical skills, ability to critically think and apply the concepts in a comprehensive manner.

A. Examinations (50% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Exam 1 (15% of grade), Exam 2 (15% of grade), and Final Exam (20% of grade)

B. Cases study and presentation (15% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with case

presentations as well as discussions that follow the presentation.

C. Semester-long project (15% of grade)

Demonstrates ability to integrate all the concepts that are presented in class and the ability to conduct research and organize material.

D. Homework and quizzes (20% of grade)

Problems-oriented homework and quizzes develop and measure quantitative analytical skills.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture, problem solving and discussion. The discussions and problem solving could spill over into online discussions using the University's BLACKBOARD system. It is recommended that the class be offered twice a week with each session being an hour and half in order to effectively handle case discussions and lecture on the same day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

A. Introduction to operations management (OM)

1. What is operations management?
2. Scope of operations management
3. Decisions made by operations managers

B. Competitiveness, strategy, and productivity

1. Why some organizations fail
2. Mission and strategies
3. Operations strategy and implications
4. Productivity and factors

C. Forecasting

1. Features and elements of forecasting
2. Steps and approaches to forecast
3. Forecast techniques
4. Information and software in forecasting

D. Product and service design

1. Reasons for product or service design or redesign
2. Idea generation
3. Legal, ethical, human, cultural and environmental factors
4. Phases in product design and development
5. Manufacturing and service design issues
- E. Strategic capacity planning for products and services
 1. Significance of capacity decisions
 2. Determining capacity requirements
 3. Evaluating alternatives
- F. Process selection and facility layout
 1. Process selection process
 2. Designing process layouts
- G. Work design and measurement
 1. Quality of work life
 2. Job design
 3. Work measurement
- H. Location planning and analysis
 1. The need and nature of location decisions
 2. Process of making location decisions
 3. Factors affecting location decisions
 4. The transportation model
- I. Management of quality
 1. Defining quality
 2. The evolution of quality management
 3. Quality awards and certification
 4. Total quality management
 5. Process improvement and tools
- J. Quality control
 1. Factors to consider
 2. Statistical process control
 3. Process capability and analysis
 4. Quality control strategy
- K. Aggregate planning and master scheduling
 1. What is aggregate planning?
 2. Meeting uneven demand
 3. Aggregate planning techniques
- L. Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP)
 1. MRP process
 2. MRP in production vs. services
 3. What are ERP and its significance?
 4. ERP Software Packages
- M. Inventory Management
 1. The nature and importance of inventories
 2. Requirements for effective inventory management
 3. Inventory policies
 4. Inventory management models
- N. Just-in-time systems and lean operations
 1. JIT goals
 2. Value stream mapping and implementation issues
 3. Transitioning to a lean system
- O. Supply chain management (SCM)

1. The need for SCM
 2. Managing the supply chain
 3. Logistics issues
 4. E-commerce and the supply chain
- P. Scheduling
1. Scheduling importance and issues
 2. Scheduling models
- Q. Project management
1. Project life cycle
 2. Project management issues
 3. PERT and CPM
- R. Management of waiting lines
1. Goal of waiting-line management
 2. Queuing models
- S. Linear programming
1. Graphical linear programming
 2. The Simplex Method and computer solutions
 3. Sensitivity analysis

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

The course will use the University's BLACKBOARD system for communication between instructor and students, and between students for working on the cases. All assignments are submitted through BLACKBOARD. Students use Microsoft Excel to do their homework assignments.

XII. Special Projects/Activities

Each class session should begin with a case. The students relate the concepts in each class period to the case that is presented for the day.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Stevenson, William J., *Operations Management with Connect Plus Operations Management*, 11th Edition, McGraw-Hill Irwin Publishing, 2012.

ISBN: 0073525251

ISBN-13 9780077505004

B. Alternative Textbook

Jacobs, F. Robert, and Richard B. Chase, *Operations & Supply Chain Management with Student OM Video DVD*, 13th Edition, McGraw-Hill Irwin Publishing, 2011.

ISBN 9780077433260

C. Supplemental Print Materials

None.

I. Course Overview

Technology and the ability to share information almost instantly have revolutionized how organizations manage inventory both of raw materials and finished goods, production and distribution of their products. This course provides students with the fundamental information to manage a supply chain, including strategy, planning and operation of a supply chain.

II. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills through case studies, giving students practical managerial levels and concepts to improve supply chain performance. It helps students develop their professional skills through oral and written presentation in a teamwork environment. It reinforces concepts through homework with the use of Microsoft Excel.

III. Detailed Course Description

A critical factor that is necessary for the smooth operation of a firm is the almost flawless performance of its supply chain. This course provides students with concepts necessary to manage a supply chain, understand the key drivers of good supply chain management, and understand the elements that create a competitive advantage. Topics include a detailed analysis of the key supply chain drivers and obstacles, logistics, modeling supply and demand, inventory management, distribution strategies, making sourcing decisions, pricing strategy, transportation, coordination in a supply chain, and the IT requirements to manage a supply chain. An examination of global supply chain management will address the importance of international business.

IV. Requirements Fulfilled

This course is an elective in the Business Administration major.

V. Required Prerequisites

- BUSI 3321: Operations Management
- MATH 1311: Finite Mathematics for Students of Business
- MATH 1312: Calculus for Students of Business
- MATH 1313: Statistical Methods

VI. Learning Outcomes

- LO1. List the factors that must be considered in designing and managing a supply chain
- LO2. Describe the role of information and information technology in supply chains
- LO3. Describe the modeling techniques used to make decisions within a supply chain
- LO4. Develop quantitative and analytical skills by using statistical and optimization tools
- LO5. Illustrate business professional oral and written skills
- LO6. Analyze the results obtained from different modeling techniques to make decisions within a supply chain
- LO7. Demonstrate quantitative and analytical skills through statistical and optimization tools

VII. Assessment Strategy

The course grade is determined by three tests, performance on the cases, quizzes, homework assignments, and semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, quizzes, homework problems and semester-long project assess students' analytical skills, ability to critically think and apply the concepts in a comprehensive manner.

A. Examinations (50% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Exam 1 (15% of grade), Exam 2 (15% of grade), and Final Exam (20% of grade)

B. Cases study and presentation (15% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with case presentations as well as discussions that follow the presentation..

C. Semester-long project (15% of grade)

Demonstrates ability to integrate all the concepts that are presented in class and the ability to conduct research and organize material.

D. Homework and quizzes (20% of grade)

Problems-oriented homework and quizzes develop and measure quantitative analytical skills.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture and discussion. The discussions could spill over into online discussions using the University's BLACKBOARD system. It is recommended that the class meet twice a week with each session being an hour and half in order to effectively handle case discussions and lecture on the same day.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

PART I: BUILDING A STRATEGIC FRAMEWORK TO ANALYZE SUPPLY CHAINS

1. Understanding the Supply Chain
2. Supply Chain Performance: Achieving Strategic Fit and Scope
3. Supply Chain Drivers and Metrics

PART II: DESIGNING THE SUPPLY CHAIN NETWORK

4. Designing Distribution Networks and Applications to Online Sales
5. Network Design in the Supply Chain
6. Designing Global Supply Chain Networks

PART III: PLANNING AND COORDINATING DEMAND AND SUPPLY IN A SUPPLY CHAIN

7. Demand Forecasting in a Supply Chain
8. Aggregate Planning in a Supply Chain
9. Sales and Operations Planning: Planning Supply and Demand in a Supply Chain
10. Coordination in a Supply Chain

PART IV: PLANNING AND MANAGING INVENTORIES IN A SUPPLY CHAIN

11. Managing Economies of Scale in a Supply Chain: Cycle Inventory
12. Managing Uncertainty in a Supply Chain: Safety Inventory

13. Determining the Optimal Level of Product Availability

PART V: DESIGNING AND PLANNING TRANSPORTATION NETWORKS

14. Transportation in a Supply Chain

PART VI: MANAGING CROSS-FUNCTIONAL DRIVERS IN A SUPPLY CHAIN

15. Sourcing Decisions in a Supply Chain

16. Pricing and Revenue Management in a Supply Chain

17. Sustainability and the Supply Chain

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

The course uses the University's BLACKBOARD system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use Excel for analyzing cases and solving homework problems.

XII. Special Projects/Activities

Each class session should begin with a case. The students relate the concepts in each class period to the case that is presented for the day.

A semester-long project requires each group to design a supply chain for a product. All concepts discussed in class must be addressed in the project.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Chopra, Sunil, and Peter Meindl, *Supply Chain Management: Strategy, Planning and Operation*, Global Edition, 6th Edition, Pearson, 2015.

ISBN 9781292093567

Stevenson, William J., *Operations Management: Theory and Practice*, 11th Edition, McGraw Hill Higher Education, 2011.

ISBN 9780077133016

B. Alternative Textbook

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course aims to provide the students with an overview of the theories and concepts behind sound human resource management policies and practices. It also exposes students to best practices in human resources from some of the world's premier organizations. The course content emphasizes the role of well-managed human resources in a firm's strategic success and the ways in which good human resource practices are implemented and how they contribute to the strategic goals of organizations.

II. PMU Competencies and Learning Outcomes

The assignment schedule requires the use of written communications and oral presentations and discussion in classes to enhance and reinforce communication skills. Teamwork is stressed through group work and exercises. Students are expected to complete assignments in order to successfully complete the course. Interpersonal skills and critical thinking are covered through discussion and examination of different topics as they impact the overall interrelated aspects of dealing with the human element.

III. Detailed Course Description

This course introduces students to the policies, procedures, and strategies for human resource management. Topics include assessing human resource needs, organizational culture and environment, position description and analysis, recruitment and retention, selection, orientation and on-boarding, training and development, motivation and reward theory, performance development, diversity, compensation approaches, safety and health, ethics and social responsibility, work-life balance, and labor relations. The course addresses how to balance effective human resource administration and costs with strategic goal accomplishment.

IV. Requirements Fulfilled

This is an elective course for business administration majors. It may be taken as an elective in other major fields.

V. Required Prerequisites

Junior year standing

VI. Learning Outcomes

At the end of the course the students will be able to:

- LO1.** Identify and explain the role of human resource management in the effective management of organizations
- LO2.** Recognize the linkages between the human resource function and the external and internal environment of the firm and their role in the achievement of the strategic goals of the firm
- LO3.** State and describe the key functions of human resource management, for example, HR planning, work and job design, recruitment and selection, reward and remuneration, performance appraisal, career planning, diversity, ethics, training and development and responding to future trends
- LO4.** Explain and analyze the role of HRM in the development of tactics, policies and practices in the achievement of the strategic goals of the firm
- LO5.** Analyze human resource problems in various settings in order to generate and communicate recommendations through the use of management reports

VII. Assessment Strategy

Mid-term exam	20% of final grade
Final examination	25% of final grade
Homework/Case studies/HR scenarios	20% of final grade

Class participation
Group project

10% of final grade
25% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches are used including lectures, class discussion, cases, exercises, group project, videos, and guest speakers from local businesses or government. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Introduction to Human Resource Management

Managing Diversity in the Arab Countries

Strategic Human Resource Management and the HR Scorecard

Job Analysis

Personnel Planning and Recruiting

Employee Testing and Selection

Interviewing Candidates

Training and Developing Employees

Performance Management and Appraisal

Managing Careers

Compensation, Incentives, and Benefits

Ethics and Fair Treatment in HR Management

Employee Safety and Health

Managing Global Human Resources

X. Laboratory Exercises

None.

XI. Technology Component

Use of word processing and the Internet are required along with familiarity with employee management software.

XII. Special Projects / Activities

Students are divided into groups to address one of the human resource problems encountered or opportunities for improvement in one of the key human resource management aspects in a local company and provide a plan of action for dealing with it. PowerPoint is used to present each group's findings and recommended solutions. A local company representative may be invited to listen to the presentation and provide feedback to the students.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Dessler and Al Ariss, *Human Resource Management*, Arab World Edition. Pearson, 2012.
ISBN 9781447925286

B. Alternative Textbook

Snell, S., and G. Bohlander, *Managing Human Resources*, 16th Edition, Thomson South-Western, 2012.
ISBN1111532826

C. Supplemental Print Materials

Saudi-relevant material at the instructors' discretion.
Suggest Saudi websites such as www.mol.gov.sa
PMU will also provide supplementary materials.

D. Supplemental Online Materials

The textbook has a student website.

I. Course Overview

This course focuses on negotiations in a variety of business settings. These negotiations may involve individuals, groups, and organizations as represented by either of the former categories. The course provides a practical understanding of conflict resolution and negotiations in today's work environment.

II. PMU Competencies and Learning Outcomes

Students improve their professional competency through the negotiations and skill-building exercises in the course. At the conclusion of the course, students are expected to demonstrate competency in resolving simple disputes and reaching agreement in simulated business negotiation involving single parties.

III. Detailed Course Description

This course deals with the conceptual foundations and practical applications of negotiations and conflict resolution in the context of the business environment. It includes numerous negotiation exercises as well as explorations of useful analytical frameworks. Negotiation settings involve groups and individuals. The course covers the entire process from deciding on a strategy for the negotiation setting to implementing the actual negotiations in order to reach agreement. Students engage in a number of exercises throughout the course. The purpose is to learn to develop strategic and tactical plans for negotiations that may vary from setting to setting. They also draw upon their creative thinking and problem solving skills to resolve conflict and reach agreements designed to develop and strengthen his/her negotiation and conflict management skills.

IV. Requirements Fulfilled

This is a required course for all business administration majors.

V. Required Prerequisites

Senior year standing

VI. Learning Outcomes

At the end of course the student will be able to:

CLO1 Demonstrate competency in negotiations and conflict management

CLO2 Express an understanding of the nature of negotiations and conflict management

CLO3 Demonstrate strategic and tactical approaches to his or her negotiation and conflict management

CLO4 Analyze negotiations and conflict situations and make recommendations for the resolution or agreement process

CLO5 Develop the ability to analyze the other side in negotiations and conflict situations

VII. Assessment Strategy

A. Examinations (40% of total grade)

There will be two equally weighted examinations for this course. One will take place at mid-point during the course and the other at the end. The exams will cover the major concepts of the course and tests students' understanding of those concepts.

B. Negotiations and/or mediations (30% of total grade)

Each team and individual negotiation and conflict mediation session is scored based on an appropriate demonstration and application of competencies and skills essential to successful negotiation and mediation.

C. Case analysis (15% of total grade)

Students are put into teams and required to analyze a negotiation or conflict situation and document

their recommendations for successful outcomes/resolutions. This is a written assignment.

D. Active and engaged participation (15% of total grade)

Students are required to actively participate in all classroom exercises and practice sessions.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student presents comments and questions and be part of the discussion in each session. In addition, negotiation exercises are evaluated as part of the grade.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. The nature of negotiations and conflict management
 - 1. Power-based vs. collaborative bargaining
 - 2. Three approaches to resolving disputes
- B. Pre-negotiation planning
 - 1. Preparing for negotiations
 - 2. Positions and interests
 - 3. Negotiation techniques
- C. Strategy and tactics
 - 1. Negotiation techniques
 - 2. Assumptions about negotiations and conflict resolution
- D. Communication and cognitive biases
 - 1. Negotiating rationally and constructively
 - 2. Framing, reframing and problem frames
 - 3. Psychological traps and the role of emotion in negotiations and conflict resolution
 - 4. The behavior of successful negotiators
- E. Finding leverage
 - 1. Breakthrough bargaining
 - 2. Ethics in negotiation
- F. Teams and group negotiations
- G. Intercultural negotiations and conflict management
- H. Negotiation with customers
- I. When and how to use third party help

X. Laboratory Exercises

There are five in-class negotiation exercises. Four of the negotiations are individual (one-on-one) and the other is a group exercise (team-on-team). The exercises for negotiation are selected from the exercises in the text and the negotiators are selected at random at the time of the exercise.

XI. Technology Component

None.

XII. Special Projects/Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Lewicki, R. J., D.M. Saunders, J.W. Minton, and B. Barry, *Negotiation: Readings, Exercises, and Cases*, 7th Edition, McGraw Hill, 2014.

ISBN 9789814577281

B. Alternative Textbook

C. Supplemental Print Materials

The instructor may introduce culturally relevant material if needed to support learning activities.

D. Supplemental Online Materials

The instructor may direct the student to online sources such as YouTube videos on conflict resolution if he or she deems it appropriate.

I. Course Overview

This course covers advanced statistical techniques that are used to analyze business data. These techniques include linear and logistic regression, factor analysis, discriminant analysis; ANOVA/ANCOVA, path analysis and CHI squared analysis along with other techniques. Students acquire the necessary statistical basis by using SPSS in an application environment. This class is intended to follow MATH 1313: Statistical Methods. It covers some of the same topics with more depth than the introductory class and introduces the students to new techniques. SPSS (Statistical Package for the Social Sciences) is used as the computer tool for the data analysis in this course.

II. PMU Competencies and Learning Outcomes

Students of gain the statistical knowledge of data collection and analysis needed to make rational business decisions using SPSS. They begin to learn the importance of data in decision making. The data collection in an unbiased manner and the selection of the proper statistical tool is part of this learning experience. Students share ideas and discussions concerning the data and the statistical tests. Students learn how to obtain data from sources available on the Internet and learn how to ensure that the data is valid. They enhance their teamwork and leadership skills by working in groups to achieve the solutions to designated exercises.

III. Detailed Course Description

This course reviews the multivariate concepts that the students learned in MATH 1313. Basic concepts of data also are discussed. This course introduces advanced analysis concepts and techniques to students. These techniques include factorial analysis of variance, path analysis, factor analysis, discriminant analysis and logistic regression. All of these data analysis techniques are implemented within SPSS and the data sets in this course reflect a business or engineering environment. Emphasis is on the use of statistics to decision making in the managerial context. Emphasis on memorization of formula and algorithms should be minimal.

IV. Requirements Fulfilled

BUSI 3341 is a recommended elective for all students in the College of Business Administration.

V. Required Prerequisites

Successful completion of:
MATH 1313: Statistical Methods

VI. Learning Outcomes

CLO 1. To apply advanced statistical analysis in decision making.

CLO 2. To distinguish between appropriate and inappropriate use of statistical data to make inferences.

CLO 3. To demonstrate proficiency in using software in statistical analysis.

CLO 4. To apply proper techniques for data collection.

VII. Assessment Strategy

For the purpose of final course grades, students should be assessed via their performance on in-class quizzes and exams focusing on the applications of the mathematics to business and finance.

- Weekly assigned homework to get the students familiar with running SPSS programs and interpreting the results.
- Three class-length, in-class exams to assess students' accumulative mastery of course contents covered prior to the time of exam.
- A comprehensive final exam to assess students' accumulative mastery of course material.

Students' final grades are based on 20% of credit for homework, 45% for in-class exams, and 35% for the final exam.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Instruction: Primary instruction is in a lecture format with the course meeting three times per week for one hour at each meeting. At least once per week the students are assigned homework, which requires that the students set up a problem by using SPSS and then interpret the results reported by SPSS. A longer term project that requires students to collect and analyze data is also part of the homework.

Web supplement: The course homepage on the University's BLACKBOARD system should contain the following:

- Course syllabus
- Course assignments
- Keys to quizzes and exams (after students have completed them)
- Course calendar (an active utility)
- Course e-mail utility (an active utility)
- Course discussion list (an active utility)
- Student course grades (an active utility)

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to multivariate statistics
- B. A guide to multivariate techniques
- C. Pre-analysis data screening
- D. Factorial analysis of variance
- E. Analysis of covariance
- F. Multivariate analysis of variance and covariance
- G. Multiple regressions
- H. Path analysis
- I. Factor analysis
- J. Discriminant analysis
- K. Logistic regression
- L. SPSS data sets
- M. The Chi Square Distribution

X. Laboratory Exercises

This course does not require a separate lab but it does require that the students have access to a computer lab with SPSS installed.

XI. Technology Component

This course makes use of personal computers and the latest version of SPSS software. Students become proficient in the use of SPSS to analyze data sets. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class meetings the students are expected to communicate interactively with their classmates using the materials posted on the University's BLACKBOARD system. Students ask questions, share material, and access supplemental material from the links provided by the instructor.

XII. Special Projects/Activities

Students are assigned homework projects on a weekly basis. In addition, students must complete a

semester-long project in small teams that describe a business situation. The students are required to determine the data needs of the application, collect the data, and then analyze the data using the techniques that they think are most appropriate. If a “real world” project can be identified that can be accomplished within one semester, then it should be selected. Otherwise, textbook situations may be appropriate

XIII. Textbooks and Teaching Aids

A. Required Textbook

Mertler, Craig, and Rachel Vannatta, *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation*, 4th Edition, Pyrczak Publishing, 2010.
ISBN 9781884585845

B. Alternative Textbook

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course is designed to help students understand how to identify and assess new venture opportunities in either a start-up or a corporate environment. Students will consider the attributes of entrepreneurs and the role of entrepreneurship in the economy. At the end of this course, students will understand: how to assess the market and financial feasibility of the new venture, how to select between ownership choices, how to use debt and equity financing, how to drive market adoption, and how to lead a growing company.

II. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills. Furthermore, it requires students to be able to integrate concepts from other courses. Case studies and a semester-long project require students to work in teams, and to provide both oral and written presentations of material. The cornerstone of the course will be a feasibility report that may lead to a business plan for a new venture. Students may explore either an original new venture idea, an interest in understanding how to make an already existing venture succeed, or a new business opportunity in need of assessment for an existing organization.

III. Detailed Course Description

The course introduces students to the fundamentals of starting their own business or creating a new venture unit in an existing organization. Students teach idea generation, opportunity recognition, feasibility analysis, financing, managing a startup and creating business plans. Students assimilate these concepts to develop a business plan for a startup company as part of their semester-long project. Lectures are complemented with case studies and the project to illustrate concepts. Individual and organizational ethics will be stressed in the context of creating successful businesses.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

- First semester senior standing
- Successful completion of all the following required courses:
 - ACCT 2311: Fundamentals of Financial Accounting
 - ACCT 2321: Fundamentals of Managerial Accounting
 - BUSI 3312: Organizational Behavior
 - BUSI 3313: Marketing Principles
 - BUSI 3321: Operations Management

VI. Learning Outcomes

- LO1.** Memorize concepts learned in other courses to the issues to be faced in starting a new business
- LO2.** Evaluate factors to be considered in starting a business
- LO3.** Explain the role of various functional areas in a start-up
- LO4.** Write a plan for starting a new business
- LO5.** Differentiate opportunities and difficulties encountered in starting and operating new businesses
- LO6.** Demonstrate how to implement plans and monitor progress
- LO7.** Apply accounting and financial principles to starting a new business

VII. Assessment Strategy

The course grade is determined by two tests, oral and written performance on the presentation of case studies and performance on a semester-long project. The tests determine the extent to which the stu-

dent has learned the concepts presented in class. The cases and the semester project demonstrate the student's ability to think critically and to apply the concepts in a comprehensive manner.

- Two tests – Provide feedback on the student understands of material and the student's ability to apply it. (25% of grade)
- Cases (written portion) - Demonstrate ability to think critically and to cogently present material. (10% of grade).
- Cases (oral portion) – Demonstrate oral skills in presenting cases and in participating in discussions that follow the presentation. (15% of grade).
- Semester-long project - Demonstrate ability to integrate the concepts that are presented in class, the ability to conduct research, and the ability to effectively organize material. (50% of grade).

The final grade along with the case evaluation and copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. **Course format**

Instruction is a combination of lectures, discussion, guest speakers, and student presentations.

Classroom Hours (2 hours per week)

Class: 2

Lab: 0

IX. **Topics to be covered**

Selected topics depending on the intended learning outcomes will be covered.

PART 1 Decision to Become an Entrepreneur

1. Introduction to Entrepreneurship

PART 2 Developing Successful Business Ideas

3. Feasibility Analysis
4. Developing an Effective Business Model
5. Industry and Competitor Analysis
6. Writing a Business Plan

PART 3 Moving from an Idea to an Entrepreneurial Firm

7. Preparing the Proper Ethical and Legal Foundation
8. Assessing a New Venture's Financial Strength and Viability
9. Building a New-Venture Team
10. Getting Financing or Funding

PART 4 Managing and Growing an Entrepreneurial Firm

11. Unique Marketing Issues
12. The Importance of Intellectual Property
13. Preparing for and Evaluating the Challenges of Growth
14. Strategies for Firm Growth
15. Franchising

X. **Laboratory Exercises**

This course does not require a separate lab.

XI. **Technology Component**

The course uses the University's BLACKBOARD system for communication between instructor and student and between students working on cases. All assignment submissions are completed through BLACKBOARD. The research for the cases and the semester long project are conducted using the

Internet. Students use Excel for analyzing cases and for their semester-long project.

XII. **Special Projects**

Students will be divided into teams, which will select a business and develop a comprehensive plan for starting and operating the business. The plan will include all aspects of operations including delivering the product or service, marketing, financing, and human resources. Team members may assume different functional roles in the business and work cooperatively to prepare a business plan. The team will present the project to the class and participation in class discussion of the project.

The student plan is intended to provide a blueprint for starting a new business and to facilitate financing the proposed business. The professor may invite selected leaders from the local business community business to attend presentations and provide an assessment of plan viability.

XIII. **Textbooks and Teaching aids**

A. Required Textbook

Barringer, B.R., and D. Ireland, *Entrepreneurship: Successfully Launching New Ventures, 5th Edition*, Pearson, 2015.

ISBN 9781292095370

B. Alternative Textbook

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Students are encouraged to use online sources to find information about different topics in collecting financial and other data for their selected new businesses.

I. Course Overview

The Internet has revolutionized how firms communicate and conduct business. In this course students gain an overview of the issues that a firm planning to do business on the Internet needs to consider. The course addresses technological, strategic, operational and social issues that are important factors to be successful in e-commerce.

II. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills and technological skills through case studies and a semester-long project. It helps students to develop their business communication skills through oral and written presentations in a team work environment.

Students completing this course should be able to critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society. They will extensively utilize the Internet and other mobile platforms to collect relevant information for cases and projects

III. Detailed Course Description

This course focuses on the factors that a firm needs to consider when doing business on the Internet. It also introduces students to the technological issues that must be addressed to be able to conduct e-commerce in today's mobile, digital Internet-centric world. The focus of the course, however, is on e-commerce strategies, Internet consumers, marketing and pricing strategies. In addition, current ongoing changes in relation to Internet content, privacy, and ever-expanding social networks are integrated in real time, as is the growing area of mobile platforms related to smart technologies.

IV. Requirements Fulfilled

This course is an elective for Business Administration majors.

V. Required Prerequisites

- BUSI 3313: Marketing Principles
- MISY 2311: Introduction to MIS

VI. Learning Outcomes

- LO1.** List the factors that must be considered for e-commerce
- LO2.** Identify and address relevant technological, strategic, operational and social issues that are important factors to be successful in e-commerce
- LO3.** Critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society
- LO4.** Develop business professional oral and written skills
- LO5.** Demonstrate how to design a website
- LO6.** Demonstrate the effective use of information technology in e-commerce

VII. Assessment Strategy

The course grade is determined by two tests, performance on the cases, homework assignments, and the semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, homework problems, and the semester-long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

- A. Examinations (40% of grade)
Provide feedback on whether each student understands the material and is able to apply it with the following weight: Midterm Exam (20% of grade) and Final Exam (20% of grade).
- B. Case study and presentation (30% of grade)
Demonstrates ability to critically think and demonstrates business communication skills with case presentations as well as discussions that follow the presentation.
- C. Semester-long project (30% of grade)
Demonstrates ability to integrate all the concepts that are presented in class by providing a critical evaluation addressing the scope, services, and types of technology used by current e-commerce sites.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture and discussion and computer laboratory. The discussions could spill over into online discussions using the University's Blackboard system.

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

A. Overview of electronic commerce

1. Definitions and concepts
2. Classification, content, and a brief history
3. From Web 2.0 to enterprise social networking and virtual worlds
4. Economy, enterprises, and society
5. Electronic commerce business models

B. E-commerce: Mechanisms, infrastructure, and tools

1. E-marketplaces, auctions, bartering, and negotiating online
2. Customer shopping mechanisms
3. Electronic catalogs, search engines, and shopping carts
4. Virtual communities and social networks

C. Retailing in electronic commerce: products and services

1. Internet marketing and B2C electronic retailing
2. E-tailing business models
3. Services online and on-demand delivery
4. Online purchasing-decision aids

D. B2B E-commerce

1. Concepts, characteristics, and models of B2B e-commerce
2. E-procurement methods
3. B2B in the Web 2.0 environment and social networking

E. Innovative e-commerce systems: From e-government and e-learning to C2C e-commerce and collaborative commerce

1. Overview of e-government and e-learning
2. Knowledge management, learning, and electronic commerce
3. C2C e-commerce
4. Collaborative commerce

F. Mobile computing and commerce and ubiquitous computing

1. Components, technical infrastructure, and services of mobile computing and commerce

2. Ubiquitous (pervasive) computing and sensory networks
3. Security and other implementation issues
- G. Social commerce
 1. The fundamentals of social commerce and social networking
 2. Social shopping and advertising
 3. Market research and strategy in social networks
 4. Crowd sourcing and social commerce
- H. Marketing and advertising in e-commerce
 1. The consumer purchasing decision- making process
 2. Mass marketing, market segmentation, and relationship marketing
 3. Online advertising methods
 4. Advertising strategies and promotions
- I. E-commerce security and fraud protection
 1. Basic e-commerce security issues and landscape
 2. Technical attack methods
 3. The information assurance model and defense strategy
 4. Business continuity, security auditing, and risk management
- J. Electronic payment systems
 1. Payment revolution
 2. Using payment cards
 3. E-micropayments and e-checking
- K. Order fulfillment along the supply chain and other e-commerce support services
 1. Order fulfillment and logistics
 2. Problems and solutions in order fulfillment along supply chains
 3. RFID and CPFR as key enablers in supply chain management
 4. Other e-commerce support services managerial issues
- L. E-commerce strategy and implementation: Justification, globalization, SMEs, and regulatory and ethical issues
 1. Strategy, planning, and implementation
 2. Justification and cost-benefit analysis
 3. Global e-commerce
 4. E-commerce in small and medium-sized enterprises
 5. Intellectual property, ethical, and other regulatory issues
- M. Launching a successful online business and e-commerce projects
 1. Starting a new online business
 2. Website hosting and obtaining a domain name
 3. Website design
 4. Development strategies for e-commerce major applications

X. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using a software tool to design and implement a prototype website for doing business.

XI. Technology Component

This course uses the University's Blackboard system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use a software package to develop a prototype Web site for a business.

XII. Special Projects/Activities

Each class session should begin with a case. The students relate the concepts in each class period to the case that is presented for the day.

A semester-long project requires each group to design a website for a business to do e-commerce. The students perform an industry analysis for the product that they choose to sell on the Web. Additionally, they have to create a marketing plan, advertising plan and technology infrastructure for the business. They implement a prototype website for the selling the product. The prototype focuses only on the customer interface. Additionally, concepts discussed in class must be addressed in the project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Turban, Efraim, and David King, *Electronic Commerce 2012: Managerial and Social Networks Perspectives*, 7th Edition, Pearson, 2011.
ISBN 9780273761341

B. Alternative Textbooks

Saudi Arabian material will be provided as required.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

At the instructor's discretion.

I. Course Overview

This course looks at doing business globally. While doing business worldwide generates additional opportunities it also complicates the choice that organizations must make. The course focuses on the most fundamental social, legal, economic, political, and technological conditions affecting firms in the global arena.

II. PMU Competencies and Learning Outcomes

Each student learns about organizational culture and global awareness. The study of business settings in the global economy introduces the student to a wide range of business scenarios. The student sees the business world from an international perspective and as such reinforces economic concepts and theories. The students have the opportunity for written and oral communications.

III. Detailed Course Description

The course presents different frameworks for understanding the world through its various social, legal, economic, political, and technological conditions. The students have a number of ways for thinking about these fundamental conditions and how they affect an organization's ability to conduct business internationally. The course also encourages the student to develop a mindset that questions traditional assumptions. The main focus of the course is how individuals, firms, industries, sectors, organizations, and countries are connected to one another and how those connections affect business. The course also focuses on the constantly changing relationships among these entities.

IV. Requirements Fulfilled

This is a required course for all business administration majors. It may be used as an elective in other programs.

V. Required Prerequisites

This course should be taken in the second semester of the Junior year or later.

VI. Learning Outcomes

LO1. Develop an understanding of the global economy and the ideas of borderless markets

LO2. Promote an understanding of the fundamental forces that impact on international business

LO3. Generate an awareness of other cultures, languages, religions, population, and social structures and how they impact on doing business overseas

LO4. Prepare to do business internationally and to deal with foreign business representatives doing business in Saudi Arabia

VII. Assessment Strategy

A. Examination (70% of the total grade)

There are two exams in the course, a midterm exam and a comprehensive final exam at the end of the course. These exams stress the student's ability to integrate the concepts of the course.

B. Course Paper (30% of total grade)

Each student prepares a paper that applies the concepts of the course to a particular good, service, firm, industry, sector, or country. The paper analyzes the opportunities for business in that environment and look at the various social, legal, economic, political, and technological conditions that may help or hinder such an effort. It draws upon all aspects of the course.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00

A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Globalization
- B. National differences in political economy
- C. Differences in culture
- D. Ethics in international business
- E. International trade theory
- F. The political economy of international trade
- G. Foreign direct investment
- H. Regional economic integration
- I. The foreign exchange market
- J. The international monetary system
- K. The strategy of international business
- L. Entering foreign markets
- M. Exporting, importing, and countertrade
- N. Global production, outsourcing, and logistics
- O. Global marketing and research and development
- P. Global human resource management

X. Laboratory Exercises

None.

XI. Technology Component

The students use the supplemental materials associated with the text and thereby enhance their computer skills. The use of the Internet to gather information about the global economy plays a key role in the course. The students have the opportunity to use technology to enhance the required oral and written presentations.

XII. Special Projects / Activities

Each student researches and writes a paper dealing with the aspects of doing business in another country. The student takes the materials and concepts from the course and applies them to the chosen target. This is a comprehensive project that investigates the social, legal, economic, political, and technolog-

ical conditions of international business and brings them together in the form of a document that can provide the basic information necessary for an international venture. The paper is about 20 pages long and is developed over the entire course.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Hill, C. W. L., *Global Business Today*, 8th Edition, McGraw Hill, 2013.
ISBN 9781259011788

B. Alternative Textbooks

None.

C. Supplemental Print Materials

The text comes with a student resource CD and a pass code card which provides access to a range of supplemental materials.

D. Supplemental Online Materials

None.

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course provides students with actual hands-on experience in their chosen field of study. Students work within a firm and learn firsthand how to help in dealing with a problem or an issue facing such an organization. Students have the opportunity to apply the concepts learned in the classroom to an actual business setting. Assignments vary depending upon the student's major.

II. PMU Competencies and Learning Outcomes

This course requires students to apply all the PMU competencies (including professional competence, critical thinking, communication, leadership and teamwork) to an organization. The internship is designed to sharpen the student's analytical and problem solving skills through research and guidance from the instructor and the business to which the student is assigned. This course allows for integrating different subject areas to deal with a problem or a situation which is not one dimensional.

III. Detailed Course Description

The role of the internship is to provide students with an appreciation of the types of work involved with their major before they actually enter the job market. The internship also provides students with first-hand experience and supplements the theories they have learned in the classroom. It allows them to draw upon various concepts to solve complex, real world problems. It provides the business with an opportunity to have students with fresh ideas work on an issue or a problem currently facing the business. Internships may also provide employers with a risk-free chance to try potential employees before actually hiring them.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

- ASSE 2111: Learning Outcome Assessment I
- ASSE 3211: Learning Outcome Assessment II
- Completion of all core courses in the College of Business Administration

VI. Learning Outcomes

- LO1.** Record and integrate knowledge from functional business areas to business situations
- LO2.** Recall the meaning of the terminology and the tools used in business strategy formulation
- LO3.** Prepare, interpret, and apply relevant business information and projections
- LO4.** Evaluate information about a business, industry, sector, or market and use that information for comparative purposes
- LO5.** Develop strategies to deal with unexpected circumstances and foster technology, innovation, and entrepreneurship
- LO6.** Develop an effective skillset in problem analysis
- LO7.** Develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments
- LO8.** Demonstrate decision making, such as leadership, teamwork, cooperation, and interpersonal skills
- LO9.** Demonstrate an oral presentation using technological tools

VII. Assessment Strategy

A faculty member supervises the student and monitors his or her progress. The employer provides

written feedback on the student's performance and professional competencies and skills emphasized by PMU. This feedback enables the instructor to assess student work and assign a grade for the course.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Work specified hours at an employer's location. Total hours devoted to this activity should be 10 hours a week. The course includes reports and presentations.

Classroom Hours (10 hours per week)

Class: 0

Lab: 0

IX. Topics to Be Covered

No new topics are addressed. Rather, the course involves application of course material learned in the College of Business core curriculum and the student's major field of specialization.

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Technology is used as needed and depends on the level of technology present at the business location.

XII. Special Projects / Activities

Students are required to keep a record of their daily activities and what they have learned and to prepare a written report on the project(s) they worked on during the internship. The report is required to highlight what they learned from the experience, and their findings and contributions. They should provide feedback on how well their education at PMU helped them in performing their assigned tasks and areas they would need to develop further to sharpen their skills. The student is also required to provide an oral presentation of their findings to the business representatives and the instructor.

XIII. Textbooks and Teaching Aids

A. Required Textbook

None.

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Students use the Internet and other sources available depending upon the assignment and the company where the internship is held.

I. Course Overview

Students will gain a practical understanding of strategic management processes and concepts through reading, class discussions, class activities, case analyses, short films, individual assignments and a group project. Students will develop the ability to craft a strategic plan and critically analyze a business case and make recommendations. This course provides an integrated upper management perspective on strategic management for business students. It examines how corporations formulate and implement strategies to build and sustain their competitive advantage. Emphasis is placed on decision-making in the face of changing conditions

II. PMU Competencies and Learning Outcomes

Students will be able to understand the elements of the strategic management process, perform environmental scanning, define competitive advantage, formulate strategies, and define the necessary changes for strategy implementation. The student will know how to design and implement strategies at the corporate, business, and functional levels, while establishing controls for monitoring and assessing performance. The students work in teams and are required to make both written and oral presentations. Students use the Internet as a research tool to solve the case studies.

III. Detailed Course Description

This course focuses on the study of the strategic management process and the formulation and application of functionally integrated business policy by top management. The course introduces students to topics in the strategic management process, business mission and vision, internal and environmental assessment, strategy analysis, choice and implementation.

IV. Requirements Fulfilled

This is a required course for all business administration majors. It may be used as an elective in other programs.

V. Required Prerequisites

This course should be taken during the senior year.

VI. Learning Outcomes

- CLO1. Recognize and recall the theories and concepts underlying the practice of strategic management
- CLO2. Analyze a business and apply appropriate strategic management principles
- CLO3. Analyze the internal and external variables that affect the performance of a business
- CLO4. Synthesize and build on management principles learned previously in other courses
- CLO5. Demonstrate the ability to access, apply and communicate strategic management research

VII. Assessment Strategy

A. Examination: (50% of the total grade)

There are two exams in the course, a midterm exam and a comprehensive final exam at the end of the course. These exams stress the student's ability to integrate the concepts of the course.

B. Team Case Analysis/Presentation: 25%

Demonstrates ability to think critically and to cogently present material.

Students will work in small groups of 3-5. Each group will provide a written analysis of a business case assigned by the instructor. Specific details of the assignment will be posted in Blackboard.

C. Assignments/Classwork: 25%

Assignment details will be posted in Blackboard. In general, students will write vision, mission and values statements. Students will complete a strategic analysis and design of a five year strategic.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Overview of Strategic Management
- B. The Nature of Strategic Management
- C. The Business Vision and Mission
- D. The External Assessment
- E. The Internal Assessment
- F. Competing in the Global Marketplace
- G. Strategies in Action
- H. Strategy Analysis and Choice
- I. Strategy Implementation
- J. Implementing Strategies: Management and Operations Issues
- K. Implementing Strategies: Marketing,
- L. Finance/Accounting, R&D, and MIS Issues
- M. Leadership and Culture
- N. Strategy Evaluation
- O. Strategy Review, Evaluation, and Control
- P. Strategic-Management
- Q. Case Analysis
- R. How to Prepare and Present a Case Analysis

X. Laboratory Exercises

None.

XI. Technology Component

The students use the supplemental materials associated with the text and thereby enhance their computer skills. The use of the Internet to gather information about the global economy plays a key role in the course. The students have the opportunity to use technology to enhance the required oral and written presentations.

XII. Special Projects / Activities

The student takes the materials and concepts from the course and applies them to the chosen target. This is a comprehensive project that investigates the social, legal, economic, political, and technological conditions of business and brings them together in the form of a document that can provide the basic information of a strategic plan. The paper is about 20 pages long and is developed over the entire course.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Ali, Abbas J, Abdulrahman Al-Aali, Fred David, Abbas Ali and Abdulrahman Al-Aali, *Strategic Management Concepts and Cases*, Arab World Edition, Pearson, 2011. ISBN 9781408289631

B. Alternative Textbooks

None.

C. Supplemental Print Materials

The text comes with a student resource CD and a pass code card which provides access to a range of supplemental materials.

D. Supplemental Online Materials

None.

ASSE 4311 – Learning Assessment III Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This is the capstone course in the PMU Assessment Capstone Series that integrates a range of functional business areas for all majors in the College of Business Administration. It builds on other courses in the business core and students' major to furnish the underlying tools and concepts needed to develop and implement practical solutions for business problems. The course applies the concepts learned around the social, legal, economic, political, and technological conditions in which businesses operate including governmental rules and regulations, business ethics and social responsibility, and internal and external considerations in a global, dynamic setting.

II. PMU Competencies and Learning Outcomes

The course helps sharpen the skills learned in the College of Business Administration through a written project and other activities. Analytical thinking and integrative problem solving skills are utilized in the course. The course is designed to develop the conceptual skills needed to see the forest for the trees to help formulate practical solutions for selected businesses. Teamwork is stressed through group work and exercises. Students are expected to do the necessary research using the Internet and available databases. Interpersonal skills and critical thinking are covered through discussion of cases and through various activities.

III. Detailed Course Description

The course uses analytical elements within an integrative process to help formulate practical solutions for selected organizations. Because problems are multi-dimensional and an organization is a living complex system, this course highlights that fact and allows the student an opportunity to be creative and innovative in dealing with challenges. The tools used address internal and external analysis to identify strengths, weaknesses, opportunities, and threats faced by businesses in the short- and long-term. The results of this analysis are used to develop feasible multi-level solutions to deal with the global, increasingly competitive world in which modern businesses operate.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

Senior standing

VI. Learning Outcomes

At the end of the course the student will be able to:

LO1. Recognize and recall key characteristics of internal and external analysis for policy and strategy

LO2. Apply investment tools learned from various courses in your specialization

LO3. Demonstrate the ability to access, criticize and appraise real life key investment challenges.

The course is designed to foster learning through team work and group discussion

LO4. Appraise by requiring students to participate in classroom discussion on current issues faced by local equity market

LO5. Employ an effective skill in analyzing and writing reports effectively

VII. Assessment Strategy

Two examinations:	40% of final grade
Cases and homework assignments (Including team projects):	40% of final grade
Class participation:	20% of final grade

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The emphasis on this course is on using cases as a vehicle for learning. Mini-lectures, class discussion, exercises, group assignments, videos, and guest speakers from local businesses or government are used to strengthen the learning process. Students are expected to be prepared for classes and be ready to discuss the assigned cases. The instructor addresses questions or assigns readings on course materials that students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Basic concepts
- B. Ethics and social responsibility
- C. Environmental scanning and industry analysis
- D. Internal scanning: organizational analysis
- E. Situation analysis and business strategy
- F. Implementation strategy
- G. Organizing and controlling
- H. Managing technology and innovation
- I. Entrepreneurial ventures and small businesses
- J. System development lifecycle
- K. Selected cases

X. Laboratory Exercises

None.

XI. Technology Component

Use of word processing and the Internet is required. PowerPoint is used in presentations.

XII. Special Projects / Activities

A class presentation using PowerPoint is required to present each group's findings and recommended solutions for the assigned cases.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Saunders, Mark N.K., Philip Lewis and Adrian Thornhill, *Research Methods for Business Students*, 7th Edition, Pearson, 2015
ISBN 9781292016627

B. Alternative Textbooks

At the instructor's discretion.

C. Supplemental Print Materials

Saudi Arabian cases will be provided.

D. Supplemental Online Materials

Saudi Arabian examples will be provided, for example as below:

<http://alrashidgroups.com/>

http://www.al-tamimi.com/co_smarket.html

<http://www.saudiaramco.com/en/home.html>

www.tasi.com.sa

www.jadwa.com.sa

www.sama.com.sa

www.moi.com.sa

BUSI 3301 Special Topics in Business

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (2, 1)

XIV. Course Overview

The special Topics in Business courses introduces of topics of current interest in the areas of business, technology management, entrepreneurship, and other issues related to the management and creation of sustainable businesses

XV. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills and technological skills through case studies and a semester-long project. It helps students to develop their business communication skills through oral and written presentations in a team work environment.

Students completing this course should be able to critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society. They will extensively utilize the Internet and other mobile platforms to collect relevant information for cases and projects

XVI. Detailed Course Description

The special Topics in Business courses introduces of topics of current interest in the areas of business, technology management, entrepreneurship, and other issues related to the management and creation of sustainable businesses.

XVII. Requirements Fulfilled

This course is an elective for Business Administration majors.

XVIII. Required Prerequisites

- BUSI 3313: Marketing Principles

XIX. Learning Outcomes

LO1. TBA

XX. Assessment Strategy

The course grade is determined by two tests, performance on the cases, homework assignments, and the semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, homework problems, and the semester-long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

D. Examinations (40% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Midterm Exam (20% of grade) and Final Exam (20% of grade).

E. Case study and presentation (30% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with

case presentations as well as discussions that follow the presentation.

F. **Semester-long project** (30% of grade)

Demonstrates ability to integrate all the concepts that are presented in class by providing a critical evaluation addressing the scope, services, and types of technology used by current e-commerce sites.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

XXI. Course Format

The instruction is a combination of lecture and discussion and computer laboratory. The discussions could spill over into online discussions using the University's Blackboard system.

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

XXII. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

XXIII. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using a software tool to design and implement a prototype website for doing business.

XXIV. Technology Component

This course uses the University's Blackboard system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use a software package to develop a prototype Web site for a business.

XXV. Special Projects/Activities

A semester-long project requires each group to design project for a business to do e-commerce. The students perform an industry analysis for the product that they choose to sell on the Web. Additionally, they have to create a marketing plan, advertising plan and technology infrastructure for the business. They implement a prototype website for the selling the product. The prototype focuses only on the customer interface. Additionally, concepts discussed in class must be addressed in the project.

XXVI. Textbooks and Teaching Aids

E. Required Textbooks

TBA

F. Alternative Textbooks

Saudi Arabian material will be provided as required.

G. Supplemental Print Materials

None.

H. Supplemental Online Materials

At the instructor's discretion.

XXVII. Course Overview

TBA

XXVIII. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills and technological skills through case studies and a semester-long project. It helps students to develop their business communication skills through oral and written presentations in a team work environment.

Students completing this course should be able to critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society. They will extensively utilize the Internet and other mobile platforms to collect relevant information for cases and projects

XXIX. Detailed Course Description

TBA.

XXX. Requirements Fulfilled

This course is an elective for Business Administration majors.

XXXI. Required Prerequisites

- BUSI 3313: Marketing Principles

XXXII. Learning Outcomes

LO2. TBA

XXXIII. Assessment Strategy

The course grade is determined by two tests, performance on the cases, homework assignments, and the semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, homework problems, and the semester-long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

G. Examinations (40% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Midterm Exam (20% of grade) and Final Exam (20% of grade).

H. Case study and presentation (30% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with case presentations as well as discussions that follow the presentation.

I. Semester-long project (30% of grade)

Demonstrates ability to integrate all the concepts that are presented in class by providing a critical evaluation addressing the scope, services, and types of technology used by current

e-commerce sites.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

XXXIV. Course Format

The instruction is a combination of lecture and discussion and computer laboratory. The discussions could spill over into online discussions using the University's Blackboard system.

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

XXXV. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

XXXVI. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using a software tool to design and implement a prototype website for doing business.

XXXVII. Technology Component

This course uses the University's Blackboard system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use a software package to develop a prototype Web site for a business.

XXXVIII. Special Projects/Activities

A semester-long project requires each group to design project for a business to do e-commerce. The students perform an industry analysis for the product that they choose to sell on the Web. Additionally, they have to create a marketing plan, advertising plan and technology infrastructure for the business. They implement a prototype website for the selling the product. The prototype focuses only on the customer interface. Additionally, concepts discussed in class must be addressed in the project.

XXXIX. Textbooks and Teaching Aids

I. Required Textbooks

TBA

J. Alternative Textbooks

TBA

K. Supplemental Print Materials
None.

L. Supplemental Online Materials
At the instructor's discretion.

XL. Course Overview
TBA

XLI. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills and technological skills through case studies and a semester-long project. It helps students to develop their business communication skills through oral and written presentations in a team work environment.

Students completing this course should be able to critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society. They will extensively utilize the Internet and other mobile platforms to collect relevant information for cases and projects

XLII. Detailed Course Description

TBA.

XLIII. Requirements Fulfilled

This course is an elective for Business Administration majors.

XLIV. Required Prerequisites

- BUSI 3313: Marketing Principles

XLV. Learning Outcomes

LO3. TBA

XLVI. Assessment Strategy

The course grade is determined by two tests, performance on the cases, homework assignments, and the semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, homework problems, and the semester-long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

J. Examinations (40% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Midterm Exam (20% of grade) and Final Exam (20% of grade).

K. Case study and presentation (30% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with case presentations as well as discussions that follow the presentation.

L. Semester-long project (30% of grade)

Demonstrates ability to integrate all the concepts that are presented in class by providing a critical evaluation addressing the scope, services, and types of technology used by current e-commerce sites.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

XLVII. Course Format

The instruction is a combination of lecture and discussion and computer laboratory. The discussions could spill over into online discussions using the University's Blackboard system.

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

XLVIII. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

XLIX. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using a software tool to design and implement a prototype website for doing business.

L. Technology Component

This course uses the University's Blackboard system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use a software package to develop a prototype Web site for a business.

LI. Special Projects/Activities

A semester-long project requires each group to design project for a business to do e-commerce. The students perform an industry analysis for the product that they choose to sell on the Web. Additionally, they have to create a marketing plan, advertising plan and technology infrastructure for the business. They implement a prototype website for the selling the product. The prototype focuses only on the customer interface. Additionally, concepts discussed in class must be addressed in the project.

LII. Textbooks and Teaching Aids

M. Required Textbooks

TBA

N. Alternative Textbooks

TBA

O. Supplemental Print Materials

None.

P. Supplemental Online Materials

At the instructor's discretion.

LIII. Course Overview

TBA

LIV. PMU Competencies and Learning Outcomes

This course requires students to utilize their analytical skills and technological skills through case studies and a semester-long project. It helps students to develop their business communication skills through oral and written presentations in a team work environment.

Students completing this course should be able to critically evaluate the needs of various types of e-commerce sites and platforms used today's mobile society. They will extensively utilize the Internet and other mobile platforms to collect relevant information for cases and projects

LV. Detailed Course Description

TBA.

LVI. Requirements Fulfilled

This course is an elective for Business Administration majors.

LVII. Required Prerequisites

- BUSI 3313: Marketing Principles

LVIII. Learning Outcomes

LO4. TBA

LIX. Assessment Strategy

The course grade is determined by two tests, performance on the cases, homework assignments, and the semester-long project. The tests measure how well the student has learnt the concepts presented in class. The cases, homework problems, and the semester-long project demonstrate the student's ability to critically think and apply the concepts in a comprehensive manner.

M. Examinations (40% of grade)

Provide feedback on whether each student understands the material and is able to apply it with the following weight: Midterm Exam (20% of grade) and Final Exam (20% of grade).

N. Case study and presentation (30% of grade)

Demonstrates ability to critically think and demonstrates business communication skills with case presentations as well as discussions that follow the presentation.

O. Semester-long project (30% of grade)

Demonstrates ability to integrate all the concepts that are presented in class by providing a critical evaluation addressing the scope, services, and types of technology used by current e-commerce sites.

The final grade along with the case evaluation and a copy of the final semester-long project are included in the student's portfolio.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

LX. Course Format

The instruction is a combination of lecture and discussion and computer laboratory. The discussions could spill over into online discussions using the University's Blackboard system.

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

LXI. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

LXII. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using a software tool to design and implement a prototype website for doing business.

LXIII. Technology Component

This course uses the University's Blackboard system for communication between instructor and student and for between students for working on the cases. All assignments are submitted through BLACKBOARD. The research for the cases and the semester-long project is carried out by using the Internet. Students use a software package to develop a prototype Web site for a business.

LXIV. Special Projects/Activities

A semester-long project requires each group to design project for a business to do e-commerce. The students perform an industry analysis for the product that they choose to sell on the Web. Additionally, they have to create a marketing plan, advertising plan and technology infrastructure for the business. They implement a prototype website for the selling the product. The prototype focuses only on the customer interface. Additionally, concepts discussed in class must be addressed in the project.

LXV. Textbooks and Teaching Aids

Q. Required Textbooks

TBA

R. Alternative Textbooks

TBA

S. Supplemental Print Materials

None.

T. Supplemental Online Materials

At the instructor's discretion.

VIII. COURSE SYLLABI

E. MANAGEMENT INFORMATION SYSTEMS COURSES

MISY 2311:	Introduction to Management Information Systems
MISY 2312:	Introductory Programming for Information Systems
MISY 2313:	Intermediate Programming for Information Systems
MISY 3311:	Database Management for Information Systems
MISY 3312:	Introduction to Telecommunications
MISY 3321:	Introduction to Information Assurance
MISY 3331:	Advanced Database Concepts
MISY: 3332:	Advanced Programming Concepts for Information Systems
MISY 4331:	Building Electronic Commerce
MISY 4332:	Systems Analysis and Design
MISY 4341:	Object-Oriented Analysis and Design
MISY 4342:	Electronic Commerce Security

I. Course Overview

This course is designed to provide the students with an introduction to information systems. It includes a discussion of the fundamental principles, generalizations, and theories of information systems. Students are exposed to many of the areas of information systems including databases, telecommunications, software and hardware concepts, system development, and social impact. What information systems are and how they are developed are presented in this class. Much of the course explores how information systems affects a business and how information concepts are changing the way a firm competes in the modern world.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class are able to apply information system concepts to the business of a firm. Students are able to apply the critical thinking and problem solving skills by analyzing business cases and applying the information systems concepts. Students develop their teamwork and business communication skills by working in groups to solve the class projects.

III. Detailed Course Description

The objective of this course is to help students become informed users of information technology, both personally and in business. Specifically, students should gain an understanding of the role of information technology and information systems in business and society.

Students learn a working knowledge of concepts and terminology related to information technology. These concepts are applied to business problems and to developing new business models that help to keep the business competitive. Various types of information technology such as telecommunications and software development are discussed. Students learn what an information system is and how to go about building one. Using a case study students learn how to determine requirements and in a general way, how to build an information system in a business setting.

IV. Requirements Fulfilled

This course is required for all students in the College of Business Administration.

V. Required Prerequisites

Familiarity with Microsoft Office as covered in the PMU Preparation Year Program.

VI. Learning Outcomes

- CLO1.** Explain core business processes that are common in organizations
- CLO2.** Describe how changes in businesses' competitive landscape influence changing IS infrastructure needs and gaining strategic advantage.
- CLO3.** Describe the essential components of an organization's IS infrastructure and organizations' needs for communication and collaboration.
- CLO4.** Discuss the process of managing IS security, the various IS controls, and discuss the ethical concerns
- CLO5.** Describe foundational topics related to system software, programming languages, and application development environments
- CLO6.** Describe different business models used to compete in cyberspace as well as different forms of electronic government.
- CLO7.** Describe the concept of business intelligence and how databases serve as a foundation for gaining business intelligence
- CLO8.** Demonstrate working knowledge of using Microsoft Office

VII. Assessment Strategy

Assessment for this course consists of a combination of examinations based on the textbook and the lecture materials, and on the quality of the project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short case studies that are similar to the homework assignments. These exams count for a total of 50% of the course grade.
- B. Quizzes/Assignment/classwork/Project that test the student's knowledge of the material in the text and the lectures
- C. A final, comprehensive, written exam that is of the short, essay-answer format that may also include cases similar to the homework assignments. This exam counts as 30% of the final grade.

Exam 1	25%
Exam 2	25%
Final Exam	30%
Quizzes/Assignments/classwork/Project	20%

This course provides students with the opportunity to work individually and in a group. The comprehensive exam encourages students to integrate what they have learned from the text and from the lectures into a thorough understanding of information systems in a business environment. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments. Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

Technology Briefing: Foundations of Information Systems Infrastructure

Chapter 1: Managing in the Digital World

Chapter 2: Gaining Competitive Advantage through Information Systems

Chapter 4: Enabling Business-to-Consumer Electronic Commerce

Chapter 5: Enhancing Organizational Communication and Collaboration Using Social Media

Chapter 6: Enhancing Business Intelligence Using Information Systems

Chapter 7: Enhancing Business Processes Using Enterprise Information Systems

Chapter 8: Strengthening Business-to-Business Relationships via Supply Chain and Customer Relationship Management

Chapter 9: Developing and Acquiring Information Systems

Chapter 10: Securing Information Systems

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class studies the latest in information systems hardware and software. Students are expected to relate information technology to a business environment. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided by the instructor.

XII. Special Projects / Activities

No special projects are required.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Valacich, Joseph, and Schneider, Christoph, *Information Systems Today, Global Edition, 7th Edition*. Pearson, 2016. ISBN-13: 978-1292098067

B. Alternative Textbook

Stair, Ralph M., and George W. Reynolds, *Principles of Information Systems, 10th Edition*: Thomson Course Technology, 2012. ISBN 0538478292

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course is designed to provide the students with an introduction to computer programming. It introduces the student to programming with an object-oriented language. It specifically addresses the basic elements of Java programming in a comprehensive way. Students develop business-oriented applications using Java in a PC based programming environment. This course includes a discussion of the classical principles of programming in a structured environment.

II. PMU Competencies and Learning Outcomes

Students develop specific technology skills and competencies by developing small programming routines using Java. Students are able to apply the critical thinking and problem solving skills by developing the logic necessary to solve a given set of criteria. Students are able to develop their teamwork and communication skills by working in groups to solve the class assignments.

III. Detailed Course Description

The objective of this course is to explore the formal process of developing software within an organization. Upon successful completion of the course, the student you should be able to meet the following specific objectives:

- Be able to understand the concept of structured programming.
- Be able to understand the vocabulary of objects.
- Be able to program a software routine using Java.
- Be able to define a problem given a scenario and then design the programming logic to solve the problem.
- Be able to understand the different types of software routines.

Software development tools, Java, are used in this course. Various types of logic structures such as tables and arrays are explored. The latest version of Java should be used in the course.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

Sophomore standing

VI. Learning Outcomes

- LO1.** Recall the fundamental principles of developing software
- LO2.** Recall the principles of object-oriented programming
- LO3.** Develop software using different logic structures such as loops and arrays
- LO4.** Develop object-oriented software
- LO5.** Develop a User Interface

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text

and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.

- B. A final, comprehensive, written exam in the short, essay-answer format that may also include problems similar to the homework assignments. This exam counts 20% of the final grade.
- C. Numerous homework assignments. These assignments must be presented in class when assigned. The homework counts for 30% of the final grade.
- D. A term project that is a small team effort. The project demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and construct software to meet the need. The term project counts for 20% of the final grade.

This course provides students with the opportunity to work individually for homework assignments and in a group setting for term project. The comprehensive exam and the increasingly difficult homework assignments encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of object-oriented programming. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a team project that are meant to supplement the lecture material. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software and the programming concepts.

Course materials are posted on the University's Blackboard system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to computers, programs, and Java
- B. Problem solving
- C. Working with data: types, classes, objects, I/O

- D. Nuts and bolts of Java
- E. Making decisions
- F. Repetition
- G. Class behavior – methods
- H. Introduction to object-oriented programming
- I. Introduction to graphical user interfaces-GUIs
- J. Applets and graphics

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in Java. Students become proficient in the MS Office Suite as well. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class students are expected to communicate interactively with their classmates through the materials posted on the University's Blackboard system. Students are able to ask questions, share material, and access supplemental material from the links provided by the instructor.

XII. Special Projects/Activities

This course includes the homework assignments in programming. These assignments provide the opportunity for all students to gain experience in developing software.

XIII. Textbooks and Teaching Aids

A. Required Textbook

- 1) Joyce Farrell, *Programming Logic and Design*, 8th Edition or later: Cengage Learning, 2014 or later. ISBN 978-1285776712
- 2) Lewis, John, and William Loftus, *Java Software Solutions: Foundations of Program Design*, 7th Edition: Addison-Wesley, 2012. ISBN 0132149184

B. Alternative Textbook

Bloch, Joshua, *Effective Java*, 2nd Edition, Prentice Hall, 2008. ISBN 0321356683

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

The latest version of Java is required for this class.

I. Course Overview

This course is designed to follow MISY 2312: Introductory Programming for Information Systems. The objective of this course is to introduce the basic principles of computer programming and file organization through the use of the Microsoft Visual C# .Net or Java programming language. Upon successfully completing this course the student will:

- A. Understand the fundamental principles of computer programming and file processing.
- B. Understand the fundamental principles of platform independence.
- C. Be able to apply the principles and develop short applications using the Microsoft Visual C# .Net or Java programming language.

Students develop specific skills, competencies, and points of view needed by professionals in this field.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class are able to develop small computer programs using Microsoft Visual C# .Net or Java as the programming language. Students apply critical thinking and problem solving skills by analyzing a given scenario and then developing the logic necessary to solve the problem. Students are able to develop their teamwork and communication skills by working in groups to solve the class projects. Students are asked to present their homework assignments in class to improve their communication skills.

III. Detailed Course Description

This course is intended to follow the first programming class MISY 2312: Introductory Programming for Information Systems. This class reviews the principles of platform independence and the vocabulary of object-oriented programming. Methods of using data such as declaring variables, Boolean Data, strings, console input and many other methods are presented. File characteristics and file handling techniques are a major part of the course. The characteristics of objects and how they are handled by the software are discussed in class and are demonstrated by including these requirements in the homework. The Graphic User Interface and how programs such as Visual Studio interface to the object programs also are discussed. How to program in Microsoft Visual C# .Net or Java is the underlying theme of the course.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

MISY 2333: Introduction to Programming for Information Systems

VI. Learning Outcomes

- LO1. Describe the concepts of platform independence and recognize the vocabulary of object-oriented programs
- LO2. Design and write small programs in Microsoft Visual C# .Net or Java
- LO3. Illustrate the techniques of defining program requirements
- LO4. Develop and program a graphic user interface (GUI)
- LO5. Write programs that interface with the Internet and Internet programming languages
- LO6. Deploy the principles of basic file types

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the homework assignments. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.
- B. The final, comprehensive, written exam is mainly problems similar to the homework assignments. This exam is an open book exam and consists mainly of writing Microsoft Visual C#.Net or Java code. This exam counts 20% of the final grade.
- C. Numerous homework assignments. These homework assignments must be presented in class when assigned. The homework counts for 30% of the final grade.
- D. A term project that is a small team effort. The project demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and construct software to meet the need. The term project counts for 20% of the final grade.

This course provides students with the opportunity to work individually for homework assignments and in a group setting for term project. The comprehensive exam and the increasingly difficult homework assignments encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of object-oriented programming using Microsoft Visual C#.Net or Java. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

The instruction is a combination of lecture and computer laboratory with the homework assignments and a team project that are meant to supplement the lecture material. Students are required to present their homework assignments and their progress on the term project to the rest of the class. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software tools.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. First program using Microsoft Visual C# .Net or Java
- B. Using Data C.
- C. Using GUI objects and the Visual Studio IDE
- D. Making decisions
- E. Looping
- F. Using arrays
- G. Introduction to methods
- H. Advanced method concepts
- I. Using classes and objects
- J. Introduction to inheritance
- K. Exception handling
- L. Using controls
- M. Handling events
- N. Files and streams
- O. Data queries and LINQ

X. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using Microsoft Visual C# .Net

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest version of Microsoft Visual C# .Net or Java. Students are required to use the MS Office Suite for class presentations. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside class meeting students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided by the instructor.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the user requirements, develop the logic necessary to solve the problem and then to program the solution using Microsoft Visual C# .Net or Java. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Farrell, Joyce, *Microsoft Visual C#2010: An Introduction to Object-Oriented Programming*, Cengage Learning, Course Technology; 4th Edition, 2011. ISBN 0538479515

B. Alternative Textbook

Albahari, Joseph, and Ben Albahari, *C # 4.0 in a Nutshell*, 4th Edition, O'Reilly. ISBN: 0-596-80095-9

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

The latest version of Microsoft Visual C#2010 or Java.

I. Course Overview

This course provides an introduction to database terminology, classifications, and methods. It includes a discussion of the fundamental principles, generalizations, and theories of database management. Students develop specific skills, competencies, and points of view needed by professionals in this field.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class are able to analyze the business requirements for a database application and show those requirements on an entity relationship diagram. Students also are able to apply the critical thinking and problem solving skills by constructing a database and write queries to obtain appropriate data from the data set. Students are able to develop their teamwork and communication skills by working in groups to solve the class projects.

III. Detailed Course Description

This course is intended to teach students to develop models of organizational requirements and to implement these models using database management technologies. It focuses on the role of databases in organizations and the role of database development within the systems development life cycle. Included in this class is the introduction of a conceptual data modeling technique focusing on the entity relationship model and the enhanced entity relationship model. Also included in this course is the knowledge for converting a conceptual data model to the relational data model in the logical database design phase, and to learn the steps necessary to achieve an efficient database design in the physical database design phase. Structured Query Language (SQL) and Query-by-Example software are used to illustrate the classroom concepts and homework. In addition, this course also introduces the concept of Web-database connectivity.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

- MISY 2312: Introductory Programming for Information Systems
- MISY 2313: Intermediate Programming for Information Systems

VI. Learning Outcomes

- LO1.** Define the theoretical models used to construct databases
- LO2.** Develop the necessary skills to construct a theoretical database model given a specific application case study
- LO3.** Demonstrate how to build a physical model of the database from the theoretical model
- LO4.** Analyze a commercial software package and to develop the skills necessary to build the physical database
- LO5.** Write database queries to answer business questions
- LO6.** Demonstrate the role of a database in supporting Web applications

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Numerous homework assignments. These homework assignments must be presented in class when assigned. The homework counts for 30% of the final grade.
- B. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to homework assignments. These exams count for a total of 30% of the course grade.

- C. The final, comprehensive, written exam is a short, essay-answer format that may also include problems similar to homework. This exam counts 20% of the final grade.
- D. A term project that is a small team effort that demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and then construct the database. The term project counts as 20% of the final grade.

This course provides students with the opportunity to work individually and in a group. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of databases in a business environment. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a team project that are meant to supplement the lecture material. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software and the database concepts.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. The database environment and development process
- B. Modeling data in the organization
- C. The enhanced E–R model
- D. Logical database design and the relational model
- E. Physical database design and performance
- F. Introduction to SQL
- G. Advanced SQL
- H. Database application development

- I. Data warehousing
- J. Data quality and integration
- K. Data and database administration
- L. Distributed databases
- M. Object-oriented data modeling
- N. Using relational databases to provide object persistence

X. Laboratory Exercises

This course requires computer lab sessions. The sessions provide hands-on experience in using Microsoft Access or SQL Server.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in database software. Students become proficient in the MS Office Suite as well as the database software. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside class the students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the data needs of the application, construct the logical diagrams, construct the physical diagrams, build the database and then write the queries necessary to satisfy the business needs. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Hoffer, Jeffrey A., Ramesh Venkataraman, and Topi Heikki, *Modern Database Management*, 10th Edition: Prentice Hall, 2011. ISBN 0136088392

B. Alternative Textbook

Elmasri, Ramez, and Shamkant Navathe, *Fundamentals of Database Systems*, 6th Edition, Addison Wesley, 2011. ISBN 0136086209

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

1. The textbook Companion Website has some supporting material. Resources (chapter objectives, study guides, and chapter notes) are available. <http://www.pearsonhighered.com/hoffer/>
2. Microsoft Access 2010 (or latest version)
3. Nielsen, Paul, Uttam Parui, and Mike White, *Microsoft SQL Server 2008 Bible*, John Wiley and Sons, 2009.
ISBN 978-0-470-25704-3

I. Course Overview

This course focuses on the concepts and issues of the technologies that make the global Internet a reality: local and long-distance computer data communications and networks, and Internet applications. It presents the concepts of telecommunications and focuses on how it impacts business. The principles of data communications associated with telecommunications technologies and their impacts are discussed.

II. PMU Competencies and Learning Outcomes

This course is beneficial to the student preparing for a career in Information Systems or related areas. Many such careers involve applying technology to the benefit of organizations, often by developing, modifying, maintaining, or supporting information systems or the underlying technology. This course provides a structure on which the student can continue to build knowledge of telecommunications and computer networks. In the course, students apply the critical thinking and problem solving skills by analyzing a business situation and constructing a telecommunication system design. Students develop their teamwork and communication skills by working in groups to solve the class projects.

III. Detailed Course Description

Today most organizations and individuals are connected to the Internet, enabling communications and transactions any time anyplace. The importance of telecommunications and the Internet, and the know-how to effectively utilize them cannot be overemphasized. The objective of this course is to explore the technologies associated with modern telecommunication systems. Upon successful completion of this course, the students should be able to meet the following specific objectives:

- A. Understand the history of the telecommunications industry.
- B. Understand how regulations shape the telecommunications industry.
- C. Understand and apply modern telecommunication technology to the business environment.
- D. Understand the various network topologies and be able to apply the appropriate one in a business environment.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

Junior standing

VI. Learning Outcomes

- LO1. Articulate the fundamental principles of telecommunication
- LO2. List the principles of wired and wireless telecommunication
- LO3. Demonstrate the skills necessary to describe the telecommunication
- LO4. Establish and understanding of the various techniques for telecommunication implementation and design
- LO5. Construct a solution to a business problem
- LO6. Generate a project application solution using a commercial software project management tool

VII. Assessment Strategy

Assessment for this course consists of a combination of examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to homework assignments. These exams count for a total of 30% of the course grade.
- B. A final, comprehensive, written exam that is of the short, essay-answer format that may also

- include problems similar to homework. This exam counts for 25% of the final grade.
- C. A term project that is a small team effort that demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and then construct the database. The term project counts for 25% of the final grade.
 - D. The term project includes numerous homework assignments. These assignments must be presented in class when assigned. The homework counts for 20% of the final grade.

This course provides students with the opportunity to work individually and in a group. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of telecommunication systems. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with the homework assignments and a team project that are meant to supplement the lecture material.

Course materials are posted on the University's BLACKBOARD system. . These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to telecommunications
- B. Transmission media
- C. Local asynchronous communication
- D. Long distance communication
- E. Packets, frames, and error detection
- F. LAN technologies and network topology
- G. LAN wiring, physical topology, and interface hardware
- H. Extending LANs: fiber modems, repeaters, bridges, and switches

- I. Long-distance and local loop digital technologies
- J. WAN technologies and routing
- K. Network characteristics
- L. Protocols and layering
- M. Internetworking
- N. IP: Internet protocol addresses
- O. Network address translation
- P. Internet routing
- Q. Domain name system (DNS)

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in MS Office Software. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside the class meetings, students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the user needs of the application, and construct the network diagrams that satisfy the user requirements. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Comer, D. E., *Computer Networks and Internets*, 6th Edition, Upper Saddle River, NJ: Pearson Prentice Hall, 2015. ISBN 9781292061177

B. Alternative Textbook

White, Curt, *Data Communications and Computer Networks: A Business User's Approach*, 7th Edition, Cengage Learning, 2012. ISBN 9781133626466

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

I. Course Overview

This course provides the student with the opportunity to learn about the basic elements that comprise information assurance. Topics include, but are not limited to: fundamentals of information assurance, hacking and hackers, common ways of gaining access to systems and how to prevent this unauthorized access, and specific weaknesses of various operating systems.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class are aware of the major security threats from the Internet to business systems and business applications. Students apply critical thinking and problem solving skills by analyzing a given scenario and then developing the systems security necessary to protect the business environment. Students develop their teamwork and communication skills by working in groups for the class projects. Students present their homework in class, thus developing their communication skills.

III. Detailed Course Description

Information security is becoming increasingly important in today's environment. Hackers have the potential to cause havoc in business and in the everyday lives of people. It is therefore critical that IS professionals know how to design systems that are secure. The introductory course presents the threats from outside sources that can compromise a firm's the intellectual property and data. Specific vulnerabilities associated with the various operating systems and application tools are discussed. Preventing attacks and detecting them should they occur also are covered by this course. Specific types of operating systems vulnerabilities, such as buffer overflow, spoofing and session hijacking, are analyzed in detail. Methods for preventing these types of attacks and writing secure software code are included in the course. The proper use of access controls, such as passwords, is discussed. Intrusion detection systems are included. How to deal with hackers and how to hack are discussed in this course. Social engineering and policy issues associated with security will also be presented.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

- MISY 3312: Introduction to Telecommunications
- MISY 2313: Intermediate Programming for Information Systems

VI. Learning Outcomes

- LO1.** Define the concepts and vocabulary of information assurance
- LO2.** Develop the skills necessary to design and write secure software
- LO3.** Demonstrate the specific threats and vulnerabilities of computer systems
- LO4.** Develop the skills necessary to recognize potential vulnerabilities and threats and be able to counteract those vulnerabilities with a secure system design
- LO5.** Demonstrate how to design and implement secure access controls and to learn the tools of information assurance
- LO6.** Analyze the impact that policies have on secure systems and impact of social engineering on secure systems

VII. Assessment Strategy

Assessment for this course consists of a combination of examinations based on the textbook and the lecture materials, on the homework assignments, and on the quality of the term project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 40% of the course grade.
- B. The final, comprehensive, written exam is of the short answer, essay format and may include problems similar to the homework assignments. This exam counts for 30% of the final grade.
- C. Numerous homework assignments and a term project. These assignments must be presented in class when assigned. The homework assignments and the term project count for 30% of the final grade.

This course provides students with the opportunity to work individually and in a group. The homework assignments are individual effort and the term project is a small team effort. The comprehensive exam and the increasingly difficult homework assignments encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of information assurance. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with the homework assignments and a team project that are meant to supplement the lecture material. Students present their homework assignments and their progress on the term project to the rest of the class. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software tools.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 2

Lab: 1

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to information assurance
- B. How and why hackers do it

- C. Information gathering
- D. Spoofing
- E. Session hijacking
- F. Denial of service attacks
- G. Buffer overflows
- H. Password security
- I. Microsoft NT password crackers
- J. UNIX password crackers
- K. Fundamentals of Microsoft
- L. Specific exploits of NT
- M. Fundamentals of UNIX
- N. Specific exploits for UNIX
- O. Preserving access
- P. Covering the tracks
- Q. Other types of attacks
- R. SANS top 10
- S. Putting it all together

X. Laboratory Exercises

This course does require a separate lab. Because of the nature of the software tools that are used in this course, it should be isolated from the other computer labs. The lab requires access to the Internet.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest version of several software tools. For the most part, the software for this course is downloaded from the Internet. Students are required to use the MS Office Suite for class presentations. Class lectures make use of computer projection equipment that will show lecture slides and computer demonstrations.

Outside of class, students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the user requirements, develop the secure system design necessary to solve the problem. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Skoudis, Edward, and Tom Liston, Counter Hack Reloaded: A Step-by-Step Guide to Computer Attacks and Effective Defenses, Prentice Hall, 2006. ISBN 0131481045

B. Alternative Textbooks

Stallings, William, Network Security Essentials: Applications and Standards, 4th Edition, Prentice Hall, 2011. ISBN 0136108059

Whitman, Michael E, and Herbert J. Mattord, Management of Information Security, 3rd Edition, Course Technology, 2011. ISBN 1435488849

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

The latest version of security tools downloaded from the Internet.

I. Course Overview

This course is designed to provide students with an advanced knowledge of the definition, creation, implementation, and management of databases for business-oriented applications. Students learn the concepts necessary to design a good, efficient database for better performance while understanding the needs of the database's business applications. The focus of this course is on relational database management system software such as ORACLE or SQL server, as the database platform. Overall understanding of the relational database model is a primary objective of this course. Students successfully completing this class are able to analyze the business requirements for a database application and translate those requirements to a relational database.

II. PMU Competencies and Learning Outcomes

Students develop specific skills, competencies, and points of view needed by professionals in this field to design and implement relational databases and retrieve data from them. Much of this course allows students to exercise their teamwork skills gained as a result of working with others on group projects. Students are able to apply the critical thinking and problem solving skills by analyzing a business application, building a relational database and writing SQL queries to generate the reports desired by the user.

III. Detailed Course Description

This course is intended to build upon the concepts contained in the introductory database class that included developing models of organizational data requirements and implementing these models using database management system software. The course focuses on developing relational databases using ORACLE or SQL server as the database platform. Students are required to analyze a business problem, design and implement the relational database, and develop the queries necessary to provide the user the desired information. The analysis of business problems and building solutions to these problems is a major emphasis of this course. Students use ORACLE or SQL server to build and query the database along with the Structured Query Language (SQL) for homework assignments and class projects. The course also builds upon the concept of Web-database connectivity.

IV. Requirements Fulfilled

This class is an elective for MIS majors.

V. Required Prerequisites

Successful completion of:

- MISY 3311: Database Management for Information Systems
- MISY 2313: Intermediate Computer Programming for Information Systems

VI. Learning Outcomes

LO1. Articulate the theoretical relational database model

LO2. Develop the skills necessary to construct a relational database model given a specific application case study

LO3. Demonstrate how to use ORACLE to build a physical model of the database

LO4. Demonstrate how to write ORACLE database queries to answer business questions

LO5. Demonstrate how to develop a database in support of Web applications

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.

- B. A final, comprehensive, written exam of the essay, short answer format that may also include problems similar to the homework assignments. This exam counts for 20% of the final grade.
- C. A term project that is a small team effort demonstrating the ability of the students to analyze a business situation, constructs the logical diagrams, and implements the database. The term project counts for 30% of the final grade.
- D. Numerous homework assignments. These assignments will be discussed after the students have completed them. The homework assignment count for 20% of the final grade.

This course provides students with the opportunity to work individually and in a group setting. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of databases in a business environment. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with the homework assignments and a term project that supplement the lecture material. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software and the database concepts.

Course materials are posted on the University's Blackboard system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Database Systems: The ORACLE or SQL server database environment
- B. The relational database model.
- C. Entity relationship (ER) modeling
- D. Advanced data modeling
- E. Normalization of database tables
- F. Introduction to Structured Query Language (SQL)
- G. Advanced SQL
- H. Database design
- I. Transaction management and concurrency control
- J. Database performance tuning and query optimization

- K. Distributed database management systems
- L. Business intelligence and data warehouses
- M. Database connectivity and Web technologies
- N. Database administration and security

X. Laboratory Exercises

This course does not require a separate lab but it requires ORACLE and SQL server to be installed in the computer laboratory.

XI. Technology Component

The class makes use of personal computers and the latest in database software. Students become proficient in ORACLE and SQL server database software. Class lectures make use of computer projection equipment that shows slides and computer demonstrations.

Outside of class meetings, the students are expected to communicate interactively with their classmates through the materials posted on the University's Blackboard system. Students ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. The students are required to determine the data needs of the application, construct the logical diagrams, construct the physical diagrams, design and implement the database, and write the queries necessary to satisfy the business needs. If a "real world" project can be identified that can be accomplished within one semester, it should be used. Otherwise, many textbook-based situations exist that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Coronel, Carlos, Steven Morris, and Peter Rob, *Database Systems: Design, Implementation, and Management*, 10th Edition, Course Technology, 2012.
ISBN 1111969604

B. Alternative Textbook

Connolly, Thomas M., and Carolyn E. Begg, *Database Systems: A Practical Approach to Design, Implementation and Management*, 5th Edition, Addison-Wesley, 2010.
ISBN 0321523067

C. Supporting Software and Materials

1. Abramson, Ian, Michael Abbey, and Michael Corey, *Oracle Database 11g – A Beginner's Guide*, 1st Edition, McGraw-Hill Osborne Media, 2009.
ISBN 9780071604598
2. Nielsen, Paul, Uttam Parui, and Mike White, *Microsoft SQL Server 2008 Bible*, John Wiley and Sons, 2009.
ISBN 978-0-470-25704-3



Prince Mohammad Bin Fahd University

MISY 3332 – Advanced Programming Concepts for Information Systems Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course is designed to introduce students to the advanced programming concepts that center on object-oriented programming. It includes a discussion of the fundamental principles, generalizations, and theories of object-oriented programming, using C# or Java to demonstrate object-oriented concepts. Students successfully completing this class are able to analyze business requirements, translate the flow requirements to a data flow diagram, and develop the software necessary to solve the problem.

II. PMU Competencies and Learning Outcomes

Students develop specific skills, competencies, and points of view needed by professionals in this field. Much of this course allows students to develop their teamwork and communication skills by working in groups to complete the class projects. Students in this class apply critical thinking and problem solving skills by constructing a software routine that meets the application requirements.

III. Detailed Course Description

This course focuses on the design and development of object-oriented software. It teaches students to develop object-oriented software that meets the requirements of a business use. Included in this class are discussions of techniques for handling exceptions, developing graphical user interfaces, and multimedia applications. Files and streaming contents also are included in this class. In addition to programming in C# or Java, students learn other tools such as XML, Microsoft.NET platform, LINQ, and ASP.net. Students completing this class should have a well-grounded knowledge to build object-oriented software that interfaces to the Internet. Also included in the course is a review of the knowledge for relational databases and their interface tool LINQ to the Internet.

IV. Requirements Fulfilled

This class is an elective class for MIS majors.

V. Required Prerequisites

Successful completion of:

- MISY 2312: Introductory Programming for Information Systems
- MISY 2313: Intermediate Programming for Information Systems

VI. Learning Outcomes

- LO1. State programming facts in object oriented environment
- LO2. Define programming concepts and theories
- LO3. Outline programming procedures and techniques
- LO4. Reproduce real-world field applications and usages
- LO5. Design application diagrams from text description
- LO6. Analyze business problems and synthesize programming solutions
- LO7. Design composite structures from simple objects
- LO8. Evaluate estimate and calculate processes
- LO9. Demonstrate skills of time management in self-learning
- LO10. Show effective functioning in teams
- LO11. Appraise ethics in personal and public forums
- LO12. Communicate effectively in oral and written form
- LO13. Demonstrate usage of information and communications technology related to the course
- LO14. Interpret problems into models using mathematical, statistical and numerical techniques
- LO15. Prepare design documentation and reports
- LO16. Interface effectively with computing hardware, through input and output devices
- LO17. Perform manipulation, customization and navigation in order to produce computational solutions to problems related to the course

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Numerous homework assignments. These homework assignments will be discussed after the students have completed them. The homework counts for 30% of the final grade.
- B. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to homework assignments. These exams count for a total of 30% of the course grade.
- C. A final, comprehensive, written exam that is of the essay, short answer format that may also include problems similar to homework. This exam counts for 20% of the final grade.
- D. A term project that is a small team effort. The project demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and construct software to meet the need. The term project counts for 20% of the final grade.

This course provides students with the opportunity to work individually for homework assignments and in a group setting for term project. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of software development in a business environment. This knowledge is necessary for a successful career in Web application development.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50

D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a team project that are meant to supplement the lecture material. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software and the database concepts.

Course materials are be posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Introduction to C, C++, Objective-C, Java, XML, and Microsoft .NET Framework
- B. Introduction to the Visual C# 2010 programming
- C. Introduction to C# applications
- D. Introduction to classes and objects
- E. Control statements
- F. Methods and arrays
- G. Introduction to LINQ and the list collection
- H. Class view and object browser
- I. Object-oriented programming: Inheritance
- J. Object-oriented programming: Polymorphism, interfaces and operator overloading
- K. Exception handling
- L. Graphical user interfaces with Windows forms
- M. Strings and characters
- N. Files and streams
- O. Database and LINQ
- P. Web application development with ASP.NET
- Q. Searching and sorting
- R. Data structures and collections
- S. Graphical user interface (GUI) with Windows presentation foundation
- T. Graphics and multimedia
- U. XML and LINQ to XML
- V. Web services
- W. Silverlight and rich internet applications

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of personal computers and the latest in development software. Students become proficient in the development of object oriented software using C#, LINQ, XML, and ASP.net software. Class lectures make use of computer projection equipment that shows slides and computer demonstrations.

Outside of class meetings, students are expected to communicate interactively with their classmates using materials posted on the University's BLACKBOARD system. Students ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. The students are required to determine the data needs of the application, construct the logical diagrams, and write the software necessary to satisfy the business needs. If a "real world" project can be identified that can be accomplished within one semester, it should be used. Otherwise, many textbook situations exist that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Deitel, P. J., and H.M. Deitel, *C# 2010 for Programmers*, 4th Edition, Prentice Hall, 2011. ISBN 0132618206

B. Alternative Textbook

Goodrich, Michael T., and Roberto Tamassia, *Data Structures and Algorithms in Java*, 5th Edition, John Wiley and Sons, 2010. ISBN 978-0-470-38326-1

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

MISY 4331 – Building Electronic Commerce

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course focuses on the concepts and issues of electronic commerce. Nothing in modern history has influenced the way that we do business more than the Internet. New business models using e-commerce are discussed in specific business situations. Students design and build a Web site using HTML5, DHTML, and active server pages.

II. PMU Competencies and Learning Outcomes

This course helps build professional competencies for students preparing for a career in Information Systems or as a manager of a modern business. Many such careers involve applying e-commerce technology to the benefit of organizations, often by developing new business models and new ways of advertising and conducting all aspects of business.

Students build their ability to communicate and interact with other professionals as they add new concepts and terms to their technical vocabulary and work in teams.

III. Detailed Course Description

The objective of this course is to learn how to design and build a Web site to meet the needs of the business. Upon successful completion of this course, the students should be able to meet the following specific objectives:

- A. Understand how e-commerce is changing the way that we do business.
- B. Understand how to design a Web site so that it meets the needs of the business and the needs of the user.
- C. Understand how to program in HTML5 and DHTML.
- D. Understand how to program using active server page.
- E. Understand other programming languages and their roles in Web site design.

IV. Requirements Fulfilled

This class is required for students with the MIS major.

V. Required Prerequisites

- MISY 2312: Introductory Programming for Information Systems
- MISY 2313: Intermediate Programming for Information Systems

VI. Learning Outcomes

LO1. Articulate the fundamental principles of Building Electronic Ecommerce

LO2. Develop an understanding of the principles and techniques used in the design of an interactive websites

LO3. Generate a project application solution using a commercial software project

LO4. Construct a solution to an E- business problem by developing a commercial websites, manage-

ment tool

LO5. Demonstrate the skills necessary to build a Web site using HTML and active server page

VII. Assessment Strategy

Assessment for this course consists of a combination of the homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.
- B. The final, comprehensive, written exam is of the short essay format that may also include problems similar to the homework assignments. This exam counts for 20% of the final grade.
- C. A term project that is a small team effort that demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and then construct the database. The term project counts for 30% of the final grade.
- D. Numerous homework assignments. These assignments must be presented in class when assigned. The homework counts for 20% of the final grade.

This course provides students with the opportunity to work individually and in a group. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of e-commerce. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a team project that are meant to supplement the lecture material.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Starting an e-commerce site
- B. Laying out the foundations
- C. Creating the product catalog: Part I
- D. Creating the product catalog: Part II
- E. Searching the catalog
- F. Improving performance
- G. Receiving payments using PayPal
- H. Catalog administration
- I. Creating a custom shopping cart
- J. Dealing with customer orders
- K. Making product recommendations
- L. Adding customer accounts
- M. Advanced customer orders
- N. Order pipeline
- O. Implementing the pipeline
- P. Credit card transactions
- Q. Integrating Amazon Web services

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in MS Office Software. Students develop software using MS ASP .NET, DHTML, and HTML5. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class, students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is to develop a Web site that can function on the Internet in a business environment. Student teams choose their own projects.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Watson, Karli, and Cristian Darie, *Beginning ASP.NET E-Commerce in C#: From Novice to Professional*, Apress, 2009.

ISBN: 1430210745

B. Alternative Textbooks

Schneider, Gary, *Electronic Commerce*, 9th Edition, Course Technology, 2011.

ISBN 0538469242.

Ullman, Larry, *Effortless E-Commerce with PHP and MySQL*, New Riders Press, 2010.

ISBN 0321656229

C. Supplemental Print Materials

Pilgrim, Mark, *HTML5: Up and Running*, 2nd Edition, O'Reilly Media, 2010.

ISBN 0596806027

Goodman, Danny, *Dynamic HTML: The Definitive Reference*, 3rd Edition, O'Reilly Media, 2007.

ISBN 0596527403

Students are advised to acquire reference books on DHTML, HTML5 and ASP.NET.

D. Supplemental Online Materials

None.

MISY 4332 – Systems Analysis and Design Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course provides students with an introduction to the analysis and design process. It includes a discussion of the classical behavioral principles, and technologies of information systems analysis and design. Students learn how to develop user requirements and to translate the requirements to specifications for system analysis and design.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class are able to analyze the business requirements and to develop the specifications for the system analysis and design. Students apply the critical thinking and problem solving skills by analyzing a business situation and constructing a system design. Students develop their teamwork and communication skills by working in groups to solve the class projects.

III. Detailed Course Description

The objective of this course is to explore the formal process of developing computer-based information systems within an organization. Upon successful completion of the course, students should be able to meet the following specific objectives:

- A. Be able to understand the concept of the life cycle of an information system.
- B. Be able to understand the tasks of the systems analyst and the skills required to perform them.
- C. Be familiar with process, data, and object models.
- D. Be familiar with computer assisted software engineering (CASE) tools.
- E. Be able to perform systems analysis and design in a real-world setting.

Computer assisted software engineering (CASE) tools, such as MS Project 2010 and Rational Plan, are used as part of a team project. However, the focus of the course is on the analysis and design methodologies rather than on the tool.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

MISY 3311 Database Management for Information Systems

VI. Learning Outcomes

- LO1.** Articulate the fundamental principles of information systems analysis and design
- LO2.** Demonstrate the skills necessary to conduct a requirements determination study
- LO3.** Develop an understanding of the principles and techniques used in the System Development Life Cycle
- LO4.** Construct a solution to a business problem using commercial software
- LO5.** Generate a project application solution using a commercial software Project Management tool
- LO6.** Establish and understanding of the various techniques for system analysis and design

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.
- B. The final, comprehensive, written exam is of the short essay format that may also include problems similar to the homework assignments. This exam counts for 20% of the final grade.
- C. A term project that is a small team effort that demonstrates the ability of the students to analyze a business situation, develop the logical diagrams and then construct the database. The term project counts for 20% of the final grade.
- D. Presentations on the progress of term projects, made to the class on a regular basis. These presentations are graded based on content and style. The presentations count for 10% of the final grade.
- E. Numerous homework assignments. These assignments will be discussed after the students have completed them. The homework counts for 20% of the final grade.

This course provides students with the opportunity to work individually for homework assignments and in a group setting for term project. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of systems analysis and design in a business environment. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a team project that are meant to supplement the lecture material. The amount of time that the student spends in the computer lab depends on the student.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0**IX. Topics to be covered**

Selected topics depending on the intended learning outcomes will be covered.

A. FOUNDATIONS FOR SYSTEMS DEVELOPMENT

1. The Origins of Software
2. Managing the Information Systems Project
Appendix: Object-Oriented Analysis and Design: Project Management

B. PLANNING

3. Identifying and Selecting Systems Development Projects
4. Initiating and Planning Systems Development Projects

C. ANALYSIS

5. Determining System Requirements
6. Structuring System Process Requirements
Appendix 7A: Object-Oriented Analysis and Design: Use Cases
Appendix 7B: Object-Oriented Analysis and Design: Activity Diagrams
Appendix 7C: Object-Oriented Analysis and Design: Sequence Diagrams
Appendix 7D: Business Process Modeling
7. Structuring System Data Requirements
Appendix: Object-Oriented Analysis and Design: Object Modeling–Class Diagrams

D. DESIGN

8. Designing Databases
9. Designing Forms and Reports
10. Designing Interfaces and Dialogues
11. Designing Distributed and Internet Systems

E. IMPLEMENTATION AND MAINTENANCE

12. System Implementation
13. Maintaining Information Systems

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in CASE and project management software. Students become proficient in the MS Office Suite as well. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class meetings, the students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This term project is a case study that describes a business situation. Students are required to determine the user needs of the application, construct the data and the process diagrams, and design the system specifications. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Hoffer, Jeffrey A., Joey George, and Joe Valacich, *Modern Systems Analysis and Design*, 7th Edi-

tion, Prentice Hall, 2013.
ISBN: 978-0132991308

B. Alternative Textbook

Whitten, Jeffery, and Lonnie Bentley, *Systems Analysis and Design Methods*, 7th Edition, McGraw Hill, Irwin, 2007.

ISBN: 9780073052335

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Microsoft Project, Rational, and Visio are required for this class.

MISY 4341 – Object-Oriented Analysis and Design

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course provides students with an introduction to object-oriented systems analysis and design. It includes a discussion of the fundamental principles, terminology, and analysis and design techniques associated with object-oriented systems. The course focuses on the techniques of objects oriented analysis and system design from the perspective of the user, with particular emphasis on the client-server environment.

II. PMU Competencies and Learning Outcomes

Students build their professional competencies as they gain the ability to analyze the business requirements for an object-oriented system and define those requirements for the system developer. Students apply critical thinking and problem solving skills by analyzing a case study and designing an object-oriented system that will solve the user needs. Students develop their teamwork and communication skills by working in groups to solve the class projects.

III. Detailed Course Description

This course is intended follow the first analysis and design course, MISY 4332: Systems Analysis and Design. The primary emphasis of this class is to teach students how to conduct a systems analysis and design using the principles of objects. Human/system interface requirements are addressed. Particular emphasis is placed on designing systems for the client-server environment. Included in the class is the introduction of conceptual data modeling and object relational modeling. Also included is the knowledge for converting a conceptual object data model to the physical database design. Project management methods are presented. A main portion of the course addresses the techniques for building a system, including the determination of the requirements, documenting the requirements, and then actually designing the system by using an object-oriented system approach.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

- MISY 4332 Systems Analysis and Design

VI. Learning Outcomes

- LO1.** Define the Object Oriented concepts
- LO2.** Describe the vocabulary of object-oriented systems
- LO3.** Defining object-relational database requirements
- LO4.** Develop an object-oriented system given a specific application case study
- LO5.** Develop the necessary skills with a commercial CASE tool to define a system
- LO6.** Plan project management and budget estimation for object-oriented systems

- LO7.** Construct human/systems interfaces
- LO8.** Demonstrate the elicitation of systems requirements techniques
- LO9.** Interpret the system for the developers

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term group project. Class presentations also are part of the grade. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to the homework assignments. These exams count for a total of 30% of the course grade.
- B. The final, comprehensive, written exam is of the short essay format that may also include problems similar to the homework. This exam counts 20% of the final grade.
- C. A term project that is a small team effort that demonstrates the ability of the students to analyze a business situation, and design the object-oriented system that meets the user requirements. The term project count for 20% of the final grade.
- D. Students are required to present the progress of their term projects to the class on a regular basis. These presentations are graded based on content and style. The presentations count for 10% of the final grade.
- E. Numerous homework assignments. These assignments will be discussed after the students have completed them. The homework assignment count for 20% of the final grade.

This course provides students with the opportunity to work individually for the homework assignments and in a group setting for their term project. The comprehensive exam and the term project encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of object-oriented systems in a business environment. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a term project that are meant to supplement the lecture material. Students are required to present their progress on the term project to the rest of the class. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software tools.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve

- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Information systems
- B. The concept of object orientation
- C. Methodology
- D. Gathering requirements
- E. Domain analysis
- F. Behavioral modeling
- G. Structural modeling
- H. Dynamic modeling
- I. The design challenge
- J. Application design
- K. Patterns
- L. Components and reuse
- M. Architecture
- N. Implementation

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

This class makes use of the students' personal laptop computers and the latest in design tools software. Students are required to use the MS Office Suite for class presentations. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class meetings, the students are expected to communicate interactively with their classmates through the materials posted on the University's BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the user requirements, depict these requirements using the appropriate tool, and then specify the system design using a systems design tool such as Unified Modeling Language. If a "real world" project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Larman, Craig, *Applying UML and Patterns: An Introduction to Object Oriented Analysis and Design and Iterative Development*, 3rd Edition, Prentice Hall, 2004.

ISBN: 0131489062 9780131489066

B. Alternative Textbook

Ashrafi, Noushin, and Hessem Ashrafi, *Object-Oriented Systems Analysis and Design*, 1st Edition, Prentice Hall, 2009.

ISBN 0131824082

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

MISY 4342 – Electronic Commerce Security**Syllabus**

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

In this course, students learn the basic elements of electronic commerce (e-commerce) including mobile commerce (m-commerce) security. Topics to be covered in this course include, but are not limited to: the fundamentals of e-business and m-commerce security, securing the data transaction, securing the commerce server, securing the e-business architecture, and tools and implementation on e-commerce security.

II. PMU Competencies and Learning Outcomes

Students successfully completing this class enhance their professional competencies with awareness of the major security threats to the Internet and the e-commerce business applications. Students apply critical thinking and problem solving skills by analyzing a given scenario and then developing the systems security necessary to protect the site. Students develop their teamwork and communication skills by working in groups to solve the class projects. Students present their homework in class thus developing their business communication skills.

III. Detailed Course Description

This introduction to e-commerce security builds upon the principles discussed in the introductory security course, MISY 3321: Introduction to Information Assurance. This course is designed to help students learn how to design strong e-commerce and m-commerce security that users will actually use; to master the techniques for implementing an adaptive, risk-driven and scalable security infrastructure; to understand the fundamentals of architecting e-commerce and m-commerce security infrastructure with high availability and large transactional capacity; to know how to identify weak security in a large-scale, transactional system and how to augment it; to explore the specific vulnerabilities and threats and how to assess, detect, and prevent them.

IV. Requirements Fulfilled

This is a required course for all MIS majors.

V. Required Prerequisites

MISY 3321 – Introduction to Information Assurance

VI. Learning Outcomes

LO1. Describe the concepts and vocabulary of e-commerce security

LO2. Recognize threats and vulnerabilities of e-commerce systems

LO3. Recognize potential vulnerabilities and threats and be able to counteract those vulnerabilities with a secure system design

LO4. Recognize the skills necessary to design e-commerce security systems

LO5. Design secure payment systems

VII. Assessment Strategy

Assessment for this course consists of a combination of homework assignments, examinations based on the textbook and the lecture materials, and on the quality of the term project. Specific assessments include:

- A. Two essay or short answer exams that test the student's knowledge of the material in the text and the lectures. These exams may also include short problems that are similar to homework assignments. These exams count for a total of 40% of the course grade.
- B. The final, comprehensive, written exam is of the short essay format and may include problems similar to the homework. This exam counts for 30% of the final grade.
- C. Numerous homework assignments and a term project. These assignments must be presented in class when assigned. The homework and the term project count for 30% of the final grade.

The course provides students with the opportunity to work individually and in a group. The homework assignments are individual efforts and the term project is a small team effort. The comprehensive exam and the increasingly difficult homework assignments encourage students to integrate what they have learned from the text and from the lectures into a thorough understanding of e-commerce security. This knowledge is necessary for successful completion of subsequent courses.

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is a lecture with homework assignments and a term project that are meant to supplement the lecture material. Students are required to present their homework assignments and their progress on the term project to the rest of the class. The amount of time that the student spends in the computer lab depends on the student and the student's ability to learn the software tools.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to be covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Internet era: E-commerce
- B. Mobile commerce
- C. Important “Ilities” in Web commerce security
- D. E-commerce basics
- E. Building blocks: Your tools
- F. System components: What you should implement
- G. Trust but verify: Checking security
- H. Threats and attacks: What your adversaries do
- I. Certification: Your assurance

X. Laboratory Exercises

This course does require a separate lab. Because of the nature of the software tools that are used in this course, it should be isolated from the other computer labs. The lab requires access to the Internet.

XI. Technology Component

This class makes use of the students’ personal laptop computers and the latest version of several software tools. For the most part, the software for this course is downloaded from the Internet. Students are required to use the MS Office Suite for class presentations. Class lectures make use of computer projection equipment that shows lecture slides and computer demonstrations.

Outside of class, students are expected to communicate interactively with their classmates through the materials posted on the University’s BLACKBOARD system. Students are able to ask questions, share material, and access supplemental material from the links provided.

XII. Special Projects/Activities

This course includes a term project that is completed by small teams of students. This project is a case study that describes a business situation. Students are required to determine the user requirements, and to develop the secure system design necessary to solve the problem. If a “real world” project of sufficient rigor that can be accomplished within one semester can be identified, then it should be used. Otherwise, there are many textbook situations that would be appropriate.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Nahari, Hadi, and Ronald L Krutz, *Web Commerce Security: Design and Development*, Wiley and Sons, 2011.

ISBN: 978-0-470-62446-3

B. Alternative Textbook

Gallegos, Frederick, Sandra Senft, and Aleksandra Looho Davis, *Information technology control and audit*, 4th Edition, CRC Press, 2012.

ISBN 9781439893203

C. Supplemental Print Materials

Schneier, Bruce, *Secrets and Lies, Digital Security in a Networked World*, Wiley Computer Publishing, 2004.

ISBN: 978-0-471-45380-2

D. Supplemental Online Materials

The latest version of security tools downloaded from the Internet.

VIII. COURSE SYLLABI

F. HUMAN RESOURCE MANAGEMENT COURSES

- HRMT 3311: Recruitment, Placement, and Staffing
- HRMT 3321: Human Resource Management
- HRMT 3332: Training and Development
- HRMT 3333: Organizational Development and Change
- HRMT 3334: Negotiations and Conflict Management
- HRMT 3337: Introduction to Organizational Psychology
- HRMT 4322: Human Resource Information Systems
- HRMT 4333: Compensation and Benefits
- HRMT 4334: Labor Relations in Human Resource Management
- HRMT 4335: Strategic Human Resource Management
- HRMT 4336: Performance Appraisal Management
- HRMT 4337: Research Methods in Human Resource Management
- HRMT 4338: Human Resource Planning
- HRMT 4339: International Human Resource Management

HRMT 3311 – Recruitment, Placement, and Staffing Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course introduces students to the processes organizations use to ensure that they have the most qualified and the best people to deliver a particular level of output and/or services during a given period of time. The course provides systems that students can utilize when they join the labor market. The course explores how managers plan recruitment efforts by assessing the manpower requirements and the supply sources and processes to meet these requirements. It provides tools to examine the hiring process in details and the challenges managers face in acquiring and maintaining the right people in the right jobs.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course introduces students to the processes organizations use to ensure that they have the right number and the right kind of people to deliver a particular level of output and/or services during a given period of time. The course provides systems that students can utilize when they join the labor market, and explores how managers plan recruitment efforts by assessing the supply of and demand for human resources. It also provides tools to examine the hiring process in details and the challenges managers face in acquiring and maintaining the right people in the right jobs.

IV. Requirements Fulfilled

This course is required for human resource management major

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

CLO1 Outline the current theory and practice of recruitment and selection.

CLO2 Analyze the role of recruitment and selection in relation to the organization's business and HRM objectives in a Saudi Arabian context.

CLO3 Demonstrate the ability to prepare a selection strategy for a specific job.

CLO4 Research the advantages and disadvantages of induction processes for new incumbents in a role

CLO5 Outline and discuss the current legal and ethical requirements of the recruitment and selection process and illustrate how these impact on the process.

VII. Assessment Strategy

2 Mid-Term Exams	20 %
Final Exam	25%
Cases, Quizzes & Project (Written Portion)	25%
Class participation	10%
Homework	20%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend

by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

- A. Induction and Placement
- B. Job Description
- C. Job Specification
- D. Web-based Recruiting
- E. Advertising and Employment Agencies
- F. Executive Recruiters/Head Hunters
- G. Attracting Candidates
- H. The Art of Interviewing
- I. Recruitment and Selection Process
- J. Employment

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Heneman, and Judge, (2009), Staffing Organizations, McGraw Hill Publisher, ISBN: 0780072482591

B. Alternative Textbooks

Tony Beshara, Acing the interview, 2009, Gildan Audio Publisher, ISBN: 13-978-1596592148

A. Supplemental Print Materials

None

B. Supplemental Online Materials

None.

HRMT 3321 – Human Resource Management Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course serves as an introduction of the human resource concepts in modern organizations (known in the past as personnel and industrial relations). It covers different aspects of managing the human factor in organizations using the tools necessary for its effective management. Coverage includes aspects such as forecasting needs, recruitment, selection, compensation, training, development, evaluation, discipline, and employee assistance. Various assignments require the use of written communications and oral presentations and discussion in classes which enhance and reinforce communications skills. Teamwork is stressed through group work and exercises. Students are expected to complete assignments and term project using word processing software and the Internet. Interpersonal skills and critical thinking is covered through discussion and examination of different topics as they impact the overall interrelated aspects of dealing with the human element.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course serves as an introduction of human resource concepts in modern organizations (known in the past as personnel and industrial relations). It covers different aspects of managing the human factor in organizations, using the tools necessary for its effective management. Coverage includes aspects such as forecasting needs, recruitment, selection, compensation, training, development, evaluation, discipline, and employee assistance.

IV. Requirements Fulfilled

This course is required for human resource management major.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- CLO1** Explain the importance of human resources and their effective management in organizations.
- CLO2** Demonstrate a basic understanding of different tools used in forecasting and planning human resource needs.
- CLO3** Describe the meanings of terminology and tools used in managing employees effectively.
- CLO4** Record governmental regulations affecting employees and employers.
- CLO5** Analyze the key issues related to administering the human elements such as motivation, compensation, appraisal, career planning, diversity, ethics, and training.

VII. Assessment Strategy

Exam 1	20%
Exam 2	20%
Final Exam	20%
Homework Assignments	10%
Group Project	20%
In-Class Presentations	10%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Introduction to Human Resource Management

Managing Diversity in the Arab Countries

Strategic Human Resource Management and the HR Scorecard

Job Analysis

Personnel Planning and Recruiting

Employee Testing and Selection

Interviewing Candidates

Training and Developing Employees

Performance Management and Appraisal

Managing Careers

Compensation, Incentives, and Benefits

Ethics and Fair Treatment in HR Management

Employee Safety and Health

Managing Global Human Resources

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communi-

cate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Dessler and Al Ariss, *Human Resource Management*, Arab World Edition. Pearson, 2012.
ISBN 9781447925286

B. Alternative Textbooks

Derek Torrington & Laura Hall, *Human Resources Management*, 7th Edition, 2008, Prentice Hall,
ISBN No: 978-0-273-71075-2

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None.

HRMT 3332 – Training and Development Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course provides students with techniques to effectively deal with employee training and development. Theories of training and learning are addressed. The students work on cases in teams and have both written and oral presentations. The Internet is used extensively to collect relevant information for the cases. This course is developed to introduce students to the main concepts, strategies and methodologies of training and development of employees. It differentiates between training and development and recognizes the roles these activities play in Human Resources Management. The course explains the importance of accommodating different learning and teaching styles in training programs and the importance of needs assessment to the training process. It will introduce the fundamental concepts and principles upon which all training should be based.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course is a specialized course in the study of organizations employees' training and development key concepts. Topics include demonstrate training and development needed in the 21st century, identify and demonstrate appropriate implementation, monitoring and assessment procedures of training, being more able to evaluate and validate training programs using appropriate design and data collection procedure.

IV. Requirements Fulfilled

This is a required course for Human Resource Management major.

V. Required Prerequisites

ResourceManagement–HRMT3321

VI. Learning Outcomes

CLO1 Create a cost-benefit analysis of training

- CLO2** Explain the organizational, societal and individual costs and benefits of training and development.
- CLO3** Develop, analyze and apply advanced training strategies and specifications for the delivery of training programs.
- CLO4** Describe appropriate implementation, monitoring and assessment procedures of training.
- CLO5** Demonstrate appropriate implementation, monitoring and assessment procedures of training.
- CLO6** List training and development needs for the 21st century.
- CLO7** Evaluate training programs using appropriate design and data collection procedure.

VII. Assessment Strategy

2 Mid-Term Exams	20 %
Final Exam	25%
Cases, Quizzes & Project (Written Portion)	25%
Class Participation	10%
Homework	20%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Chapter 1: Introduction to Employee Training and Development

Chapter 2: Strategic Training

Chapter 3: Needs Assessment

Chapter 4: Learning and Transfer of Training

Chapter 5: Program Design

Chapter 6: Training Evaluation

Chapter 7: Traditional Training Methods

Chapter 8: Technology – Based Training Methods

Chapter 9: Employee Development and Career Management

Chapter 10: Social Responsibility: Legal Issues, Managing Diversity and Career Changes

Chapter 11: The Future of Training and Development

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Noe, Raymond A., *Employee Training and Development*, 6th Edition. McGraw Hill, 2013
ISBN 9780071326384

B. Alternative Textbook

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None.

HRMT 3333: ORGANIZATIONAL DEVELOPMENT AND CHANGE

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course treats the contemporary theory and practice of organization development and change while also focusing on organizational culture. Companies have been faced with a situation of rapid changes. Hence, the rapid congruence and dissonance of this change influence the way of organizational thinking and operation. Therefore, corporate leaders are often caught in a dilemma over how to implement change. In addition, company employees can become deeply affected since the brunt of implementing the changes fall on their shoulders. Therefore, OD efforts are managed in the formal organization structure by either the corporate planning department or the human resource department or both aligning their effort for the same goal. Hence, this course will address the issues, basic theories, and methods associated with organizational development and change in contemporary organizations. In this course, students will be exposed to a number of organizational issues including, the **need for change, why organizations change or fail to change, and how change helps** organizations become more competitive and profitable.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course will introduce students to both historical and contemporary theories and methods of introducing change in organizations, leading change, and the role of leadership in change and how leaders effect change.

In today's global environment, organizations need to feel comfortable with uncertainty and diversity. OD plays a critical role with in organizations to seek development and encourage practitioners to recommend change. Hence, the course examines the organization development process, including intervention strategies, and the role of organization development in creating the changes that improve individuals, teams, and organizations.

IV. Requirements Fulfilled

This is an elective course for human resource major.

V. Required Prerequisites

- BUSI 2311: Principles of Management
- HRMT 3321: Human Resource Management
- BUSI 3312: Organizational Behavior

VI. Learning Outcomes

- CLO 1:** Define, describe how to support and/or control change and Initiate and respond to change
- CLO 2:** Explain how to implement change: Cultural Change, Change in Emergency, Crisis Management, Plan for change and manage the process, programs and projects of organizational change, and describe change classification frameworks
- CLO 3:** Analyze, explain change in a cultural context and summarize the causes and context of change
- CLO 4:** Assess, interpret the role of resistance and commitment in relation to change, propose change strategies for enhancing organizational development, and facilitate change implementation
- CLO 5:** Explain, evaluate the main theories and practices of Organizational Development
- CLO 6:** Identify, interpret, diagnose organizational needs for development and change, recommend and implement development solutions to organizational problems, and discuss alternative development interventions and how organizations can benefit from these interventions.
- CLO 7:** Develop, design models of organizational change through case studies providing the necessary skills and methodologies.

VII. Assessment Strategy

- | | |
|---------------------------|-----|
| • Midterm Exam | 20% |
| • Final Exam | 25% |
| • Group Project | 25% |
| • Class Participation | 10% |
| • Homework / Case Studies | 20% |

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Introduction

Organization & Human Resources Development Case Studies

The Broad Band of Organization Development & Change

The Field of Leadership Development

Recruitment and Retention

Performance Management

Coaching And Mentoring: New Twists, Old Theme

Conclusion

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Carter, Louis, David Giber and Marshall Goldsmith, *Best Practices in Organization Development and Change: Culture, Leadership, Retention, Performance, Coaching*, 1st Edition, Pfeifer, 2001

ISBN 9780470604557

B. Alternative Textbook

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None.

HRMT 3334: NEGOTIATION AND CONFLICT MANAGEMENT**Syllabus**

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course explores the nature of conflicts common in personal and organizational life. It examines various techniques in handling conflicts with emphasis on different strategies and tactics used in competitive and cooperative negotiations. It will cover conflict management styles, effective and ineffective negotiators, planning for negotiations, using and countering bargaining tactics, managing the negotiation process within and between groups, avoiding negotiation mistakes, use of power and influence, handling multi-party negotiations, understanding gender differences and negotiating across cultures, and alternative dispute resolution (mediation and arbitration)

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course explores the nature of conflicts common in personal and organizational life. It examines various techniques in handling conflicts with emphasis on different strategies and tactics used in competitive and cooperative negotiations. It will cover conflict management styles, effective and ineffective negotiators, planning for negotiations, using and countering bargaining tactics, managing the negotiation process within and between groups, avoiding negotiation mistakes, use of power and influence, handling multi-party negotiations, understanding gender differences and negotiating across cultures, and alternative dispute resolution (mediation and arbitration)

IV. Requirements Fulfilled

This is an elective course for human resource major.

V. Required Prerequisites

Junior standing

VI. Learning Outcomes

- CLO1** Outline the nature and sources of conflict and explain the different strategies and approaches used in the resolution of conflict
- CLO2** Explain best practice mediation and negotiation processes and describe the role of the mediator in ensuring a successful outcome to these processes
- CLO3** Explain what is meant by the term ADR (alternative disputes resolution) and identify the different forms ADR can take
- CLO4** Demonstrate the ability to use conflict resolution skills in practical situations (p)
- CLO5** Research and evaluate the different strategies to be used in cross-cultural negotiation and mediation situations

VII. Assessment Strategy

Class Participation and Discussion	15%
Research Paper (Contemporary Conflict)	20% each
Case Presentation (Individually)	10% each
Case Study (Group)	10%
Mid Term Exam	15%
Final Exam	30%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part I The Challenge of Organization Change

- 1 The challenge of change
- 2 Organization structures: choice and leadership
- 3 The transformation perspective

Part II Theories of Organization Change

- 4 Theories of change: traditional models
- 5 Theories of change: critical perspectives
- 6 Theories of change: strategic management models

Part III Themes and Issues in Organization Change

- 7 Organizations in the twenty-first century: the value-added organization
- 8 Sustaining organizational effectiveness
- 9 Leadership in practice
- 10 The learning organization
- 11 Strategies for change

Part IV Change Management Techniques

- 12 Diagnosing change
- 13 Managing major changes
- 14 Change architecture
- 15 A strategy for organizational effectiveness

Part V Strategic Change

- 16 Learning from change
- 17 Culture models and organization change
- 18 Strategic convergence: a new model for organizational change
- 19 Strategies for corporate transformation

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbook(s)

Carnall, Colin. *Managing Change in Organizations*, 5th Edition, Financial Times Management, 2007.

ISBN 9780273704140

Dana, D. *Conflict Resolution*. McGraw-Hill, 2001.

ISBN 9780071364317

B. Essential References (not a requirement)

C. Alternative Textbook

None

D. Supplemental Print Materials

None

E. Supplemental Online Materials

None.

HRMT 3337: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

In today's highly competitive market organizations must rely on any and all tools at their disposal to remain viable. One area that has a long history of influencing human resource management is psychology. The purpose of this course is to follow up on the topics introduced in Human Resource Management in light of the latest findings in the field of psychology as they apply to the workplace. This course provides the students with an introduction to the theories, methods, findings, and applications of industrial and organizational psychology. The course covers topic such as personnel recruitment and selection; employee training and development; performance appraisal; work attitudes and motivation; leadership and group processes; and career development. The aim of the course is to provide students with a basis and context both for their specialized studies and for their lives within and beyond the university.

II. PMU Competencies and Learning Outcomes

It is imperative that students are aware of the effects that psychological factors can have on behavior in organizational settings. Students become acquainted with major psychological theories which will make them more efficient and effective managers of their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course investigates the organizational psychological basis for contemporary, topical HRM issues. This will give students an opportunity to explore topical HRM issues, their theories of origin, and the way that HRM depends on research in social sciences to underpin many issues related to human capital and gives them substance, validity, and meaning.

IV. Requirements Fulfilled

This is an elective course for human resource management major.

V. Required Prerequisites

- BUSI 2311: Principles of Management

VI. Learning Outcomes

- CLO1** Explain different organizational psychological theories.
- CLO2** Critically discuss how HRM practices and/or activities are explained by different organizational psychological theories.
- CLO3** Apply different organizational psychological theories to analyze case studies of organizational phenomena and/or the implementation of HRM practices/activities.

VII. Assessment Strategy

Mid-Term Exams	20 %
Final Exam	30%
Group Project/Facilitation	20%
Quizzes	10%
Homework/Case studies	20%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Chapter 1: Introduction

Chapter 2: Individual differences and diversity management

Chapter 3: Motivation and satisfaction

Chapter 4: Group behavior

Chapter 5: Communication

Chapter 6: Leadership

Chapter 7: Human resource planning and job analysis

Chapter 8: Recruitment and selection

Chapter 9: Induction, training and development

Chapter 10: Compensation management

Chapter 11: Performance appraisal

Chapter 12: Career development

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbook(s)

Rothman, I. & Cooper, C.L. (2015) *Work and Organizational Psychology* (2nd ed.)
London: Routledge ISBN: 978184887222200

B. Alternative Textbook

C. Supplemental Print Materials

D. Supplemental Online Materials

European Journal of Work and Organizational Psychology (2009 – present).
Taylor & Francis Online

HRMT 4322: HUMAN RESOURCE INFORMATION SYSTEMS

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course provides historical, current and future perspectives and trends in human resources management systems and technologies. This course will provide the opportunity for students to be familiar with various software tools that they may encounter in the workplace. Emphasis will be placed on acquiring the following skills:

- Identifying, evaluating and planning for human resource information system;
- Assessing and resolving issue related to system implementation;
- Understanding routine and customized uses of human resource information system;
- Developing and explaining software generated employees reports

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course will provide the opportunity for students to be familiar with various software tools that they may encounter in the workplace. Emphasis will be placed on acquiring the following skills:

- Identifying, evaluating and planning for human resource information system;
- Assessing and resolving issue related to system implementation;
- Understanding routine and customized uses of human resource information system;
- Developing and explaining software generated employees reports

IV. Requirements Fulfilled

This is an elective course for human resource major.

V. Required Prerequisites

- HRMT 3321 Human Resource Management

- MISY 2311 Introduction to MIS

VI. Learning Outcomes

- CLO1** Explain the purpose of Human Resources Information System and how it facilitates HR Program.
- CLO2** Justify how each area of Human Resources Information System interrelates with each other and how crucial proper design and management are to the success of the system
- CLO3** Develop HRIS software with a focus on Recruitment, Selection, Performance Management, Employee Tracking, Payroll, and Employee Separation.
- CLO4** Analyze alternative strategies for the acquisition/training/development/career management/separation of human resources and correctly match them to appropriate business utilizing HRIS system.
- CLO5** Demonstrate; apply various HR methods to assess and “fit” an organizational environment and communicate clearly, concisely and correctly using analyzed systematic data.
- CLO6** Apply systematic approaches to solve problems and produce reports for management decision-making, strategic planning, and operational excellence.
- CLO7** Assemble, organize, document, and report information using the appropriate technology and information systems.

VII. Assessment Strategy

Team participation and discussions	10%
Mid Term examination	20%
Final project	25%
Final Examination	30%
Lab work	15%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

PART I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT AND HUMAN RESOURCE INFORMATION SYSTEMS

Chapter 1: Evolution of Human Resource Management and Human Resource Information Systems: The Role of Information Technology

Chapter 2: Database Concepts and Applications in Human Resource Information Systems

Chapter 3: Systems Considerations in the Design of an HRIS: Planning for Implementation

PART II: DETERMINING HUMAN RESOURCE INFORMATION SYSTEMS NEEDS

Chapter 4: Human Resource Information Systems Needs Analysis

Chapter 5: System Design and Acquisition

Chapter 6: HR Metrics and Workforce Analytics

Chapter 7: Cost Justifying Human Resource Information Systems Investment

PART III: HUMAN RESOURCE INFORMATION SYSTEMS IMPLEMENTATION AND ACCEPTANCE

Chapter 8: Human Resource Information Systems Project Management

Chapter 9: Change Management: Implementation, Integration and Maintenance of the Human Resource Information Systems

PART IV: HUMAN RESOURCE INFORMATION SYSTEMS APPLICATIONS

Chapter 10: Human Resource Administration and Human Resource Information Systems

Chapter 11: Talent Management 1: Job Analysis and Human Resource Planning

Chapter 12: Recruitment and Selection in an Internet Context

Chapter 13: Training and Development: Issues and Human Resource Information Systems Applications

Chapter 14: Performance Management, Compensation, Benefits, Payroll and the Human Resource Information Systems

Chapter 15: International Human Resource Management

PART V: SPECIAL TOPICS IN HUMAN RESOURCE INFORMATION SYSTEMS

Chapter 16: Information Security and Privacy in Human Resource Information Systems

Chapter 17: The Future of Human Resource Information Systems: Emerging Trends in Human Resource Management and Information Technology

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbook(s)

Kavanagh, M., and Thite, M., *Human Resource Information System*, SAGE Publication, 2011
ISBN: 9781412991667

B. Essential References (not a requirement)

Kavanagh, M. (2009) *Human Resources Information System*. , Sage Publication, ISBN:
9781412944557

C. Alternative Textbook

None

D. Supplemental Print Materials

None

E. Supplemental Online Materials

None.

HRMT 4333 – Compensation and Benefits

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

The purpose of this course is to provide students with an understanding of the application of compensation principles to organizational objectives, where compensation focuses on how organizations use pay systems to improve their performance in the long term. It will emphasize how compensation systems will likely impact on organizational productivity, equity, and the firm's ability to recruit and keep highly skilled and motivated employees. Moreover, the course will provide students with the appropriate tools and techniques of job analysis, job descriptions, job evaluation, pay surveys, pay structures and pay administration.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

The course explores various issues related to compensation and benefit in business as it has a major impact on the long term survival of organizations. Students become acquainted with major concepts which will make them more efficient and effective human resource managers. Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases. Teamwork is promoted as students are encouraged to work as part of a group in their case analysis. Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

IV. Requirements Fulfilled

This course is required for Human Resource Management major.

V. Required Prerequisites

- BUSI 3311: Legal Environment of Business
- HRMT 3321: Human Resource Management

VI. Learning Outcomes

- CLO1** Explain the significance of employee benefits to both employee and employers.
- CLO2** Design a benefits package that supports the organization's strategy in line with HRM cost-containment policies and practices and Recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the work force, and comply with the legal framework.
- CLO3** Explain their understanding of the administrative complexities of providing a full array of benefits to employees and the ways and means of delivering these benefits.
- CLO4** Establish a job-based compensation scheme that is consistent with organizational goals, mission and values, and at the same time linked to the labor market.
- CLO5** Conduct a market comparison as part of compensation analysis.

VII. Assessment Strategy

Mid-Term Exam 1	10 %
Mid-Term Exam 1	15 %
Final Exam	25%
Project	25%
Class participation	10%
Homework	15%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Course materials are posted on the University's BLACKBOARD system. These materials include:

- A. Class syllabus
- B. Course assignments
- C. Course project
- D. Course e-mail list serve
- E. Course chat room/bulletin board
- F. Keys to exams and homework assignments
- G. Supplemental course materials

Class Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part I: Setting the Stage for Strategic Compensation

Strategic Compensation

Contextual Influences on Compensation Practice

Part II: Bases for Pay

Traditional Bases for Pay

Incentive Pay

Person-Focused Pay

Part III: Designing Compensation Systems

Building Internally Consistent Compensation Systems

Building Market-Competitive Compensation Systems

Building Pay Structures that Recognize Employee Contributions

Part IV: Employee Benefits

Discretionary Benefits

Employer-Sponsored Retirement Plans and Health Insurance Programs

Legally Required Benefits

Part V: Contemporary Strategic Compensation Challenges

Compensating Executives

Compensating the Flexible Workforce

Part VI: Compensation Issues Around the World

Compensating Expatriates

Pay and Benefits outside the United States

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Martocchio, Joseph J., *Strategic Compensation: A Human Resource Management Approach*, Global Edition, 8th Edition, Pearson, 2016

B. Alternative Textbook

None

C. Supplemental Print Materials

None

HRMT 4334 – Labor Relations in Human Resource Management**Syllabus**

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

At the end of this course, students will be able to plan an applied research project in HRM – either to solve identified HR-related problems or to measure the effectiveness of HR practices and projects.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course provides a framework within which complex interrelationships can best be resolved. Managers and employers tend to institutionalize conflicts in the workplace in order to resolve and/or manage conflicts. This course examines the importance of participation, consultation, and communication in conflict resolutions. It will provide students with the best tools available for human resource managers to develop policies, procedures and techniques that create a climate of employee relations conducive to cooperation, intimacy and trust. The course provides a number of employee participation schemes and involvement including downward communication, upward communication, problem solving, task participation and financial involvement. In addition, the course will provide students with analysis of federal laws and regulations that affect human resource functions, including employment contracts, and equal employment opportunities. Emphasis is placed on applying employment laws to develop programs that enable organizations to be proactive in meeting organizational and workforce needs and requirements with an eye to resolving workplace disputes, preventing litigation and implementing and administering personnel policies and practices in compliance with the law.

IV. Requirements Fulfilled

This is an elective course for human resource management major.

V. Required Prerequisites

- BUSI 3311 Legal Environment of Business
- HRMT 3321 Human Resource Management

VI. Learning Outcomes

- CLO 1.** Demonstrate an understanding of the essential theories, models and practices of legal and ethical issues and how these are related to developing organizational policies, procedures and practices.
- CLO 2.** Analyze core issues, policies and practices surrounding employee relations and legal issues.
- CLO 3.** Describe the best practices and legal implications of core HR practices relating to recruitment and selection, induction, career development, performance assessment and feedback, retaining valued employees and separation.
- CLO 4.** Summarize the variety of forms that conflict in work organizations take with emphasis on conflict of interest.
- CLO 5.** Differentiate between cooperation and management of conflict within an organization and provide strategic policies relating to the changes that occur in employer-employee relations.
- CLO 6.** Analyze the notion of partnership as an employee relations strategy and the importance of the interrelationship principles, practices and processes.
- CLO 7.** Assess the manner in which good employee relations and communications can contribute to business goals and how employee assistance programs can help resolve personal problems that usually interfere with job performance.

VII. Assessment Strategy

Team participation and discussions	10%
Mid Term examination	25%
Presentation - report	5%
Final Examination	30%
Group based case study	30%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches are used including lectures, class discussion, cases, exercises, group project, videos, and guest speakers from local businesses or government. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part I: RECOGNIZING RIGHTS AND RESPONSIBILITIES OF UNIONS AND MANAGEMENT.

1. Union-Management Relationships in Perspective.
2. Evolution of Labor-Management Relationships.
3. Legal Influences.
4. Unions and Management: Key Participants in the Labor Relations Process.
5. Why and How Unions Are Organized.

Part II: THE BARGAINING PROCESS AND OUTCOMES.

6. Negotiating the Labor Agreement.
7. Economic Issues.
8. Administrative Issues.
9. Resolving Negotiation (Interest) Disputes and the Use of Economic Pressure.

Part III: ADMINISTERING THE LABOR AGREEMENT.

10. Contract Administration.
11. Labor and Employment Arbitration.

12. Employee Discipline.

Part IV: APPLYING THE LABOR RELATIONS PROCESS TO DIFFERENT LABOR RELATIONS SYSTEMS.

13. Labor Relations in the Public Sector.
14. Labor Relations in Multinational Corporations and in Other Countries.

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids**A. Required Textbook(s)**

Holley, William H, Roger S. Wolters. *The Labor Relations Process*, International Edition, 10th Edition, South-Western, 2011.
ISBN 9780538481991

B. Alternative Textbook

None

C. Supplemental Print Materials

None

HRMT 4335 – Strategic Human Resource Management**Syllabus**

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course aims to provide the students with an overview of the theories and concepts of strategic human resource management policies and practices. It also exposes students to best practices in strategic human resources from some of the world's premier organizations. The course content emphasizes the strategic role of well-managed human resources in a firm's strategic success and the ways in which strategic human resource practices are implemented and how they contribute to the strategic goals of organizations.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course introduces students to the policies, procedures, and strategies for human resource management. Topics include assessing human resource needs, organizational culture and environment, position description and analysis, recruitment and retention, selection, orientation and on-boarding, training and development, motivation and reward theory, performance development, diversity, compensation approaches, safety and health, ethics and social responsibility, work-life balance, and labor relations. The course addresses how to balance effective human resource administration and costs with strategic goal accomplishment.

IV. Requirements Fulfilled

This is a required course for human resource management major.

V. Required Prerequisites

- HRMT 3321: Human Resource Management
- BUSI 2311: Principles of Management
- Senior standing

VI. Learning Outcomes

- CLO1** Explain the feasibility and nature of the link between business strategy and HR strategy
- CLO2** Outline the key areas of Strategic Human Resource Management including commitment and engagement, organizational design, performance management, learning and development, international HR practices, and organizational culture
- CLO3** Describe key aspects of forecasting the human resources needs of an organization
- CLO4** Appraise the job analysis procedure and competency audit required for strategic HRM.
- CLO5** Outline motivational techniques and feedback strategies that help employees reach professional and organizational goals.
- CLO6** Evaluate the basic principles to manage and motivate employees using strategic HRM principles and practices.

VII. Assessment Strategy

- Mid-Term Exam 20%
- Final Examination 30%
- Projects / Homework / Case Studies 40%
- Class Participation 10%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approaches are used including lectures, class discussion, cases, exercises, group project, videos, and guest speakers from local businesses or government. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part 1: THE CONTEXT OF STRATEGIC HUMAN RESOURCE MANAGEMENT.

1. An Investment Perspective of Human Resources Management.
2. Social Responsibility and Human Resource Management.
3. Strategic Management.
4. The Evolving/Strategic Role of Human Resource Management.
5. Strategic Workforce Planning.
6. Design and Redesign of Work Systems.
7. Employment Law.

Part 2: IMPLEMENTATION OF STRATEGIC HUMAN RESOURCE MANAGEMENT.

8. Staffing.
9. Training and Development.
10. Performance Management and Feedback.
11. Compensation.
12. Labor Relations.
13. Employee Separation and Retention Management.
14. Global Human Resource Management.

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and

cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Mello, Jeffery A. *Strategic Management of Human Resources (Intl ed.)*, Cengage Learning, 2014.
ISBN: 9781285426792

B. Alternative Textbook

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

The textbook has a student website.

HRMT 4336 – Performance Appraisal Management**Syllabus**

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course aims to develop an understanding of how fostering employer/employee relationships in the work setting improves work performance. The course includes discussion of legal counselling and disciplinary techniques to use in various workplace situations. Topics include: the definitions of coaching and counselling and discipline; importance of the coaching relationship; implementation of an effective counselling strategy; techniques of effective discipline; and performance management techniques.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course provides the student with an introduction to the theories, policies and tools that are part of the human resource performance management function. Students will be introduced to the concepts underlying successful performance management, coaching, career counselling and mentoring with the objective of developing more efficient and human resource practitioners. The course aims to provide the student with the skills that allow them to develop robust performance management systems with the aim of improving and enhancing individual performance within an organization.

IV. Requirements Fulfilled

This course is required for human resource management major.

V. Required Prerequisites

- HRMT 3321 – Human Resource Management
- BUSI 3311 – Legal Environment of Business
- HRMT 3332 – Training and Development

VI. Learning Outcomes

- CLO1** Define the objectives, purposes and uses of Employee Performance Appraisal
- CLO2** State the conditions that should exist prior to evaluation to ensure successful application and explain why Performance Appraisal is important and discuss its components
- CLO3** Demonstrate how to manage the impact of rating errors and/or biases on appraisal
- CLO4** Use performance appraisal to identify the training needs of individuals and of the organizations
- CLO5** Design performance appraisal forms and carry out the actual evaluation

VII. Assessment Strategy

Individual written assignment	15%
Mid-term	20%
Oral Presentation	10%
Group Project	20%
Class Participation	10%
Final Exam	25%
Individual written assignment	15%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, and online homework assignments. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. Students are expected to spend an average of two hours per week outside of class for each hour of lecture.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

PART I: STRATEGIC AND GENERAL CONSIDERATIONS

Chapter 1: Performance Management and Reward Systems in Context

Chapter 2: Performance Management Process

Chapter 3: Performance Management and Strategic Planning

PART II: SYSTEM IMPLEMENTATION

Chapter 4: Defining Performance and Choosing a Measurement Approach

Chapter 5: Measuring Results and Behaviors

Chapter 6: Gathering Performance Information

Chapter 7: Implementing a Performance Management System

PART III: EMPLOYEE DEVELOPMENT

Chapter 8: Performance Management and Employee Development

Chapter 9: Performance Management Skills

PART IV: REWARD SYSTEMS, LEGAL ISSUES, AND TEAM PERFORMANCE MANAGEMENT

Chapter 10: Reward Systems and Legal Issues

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbook(s)

Agunis, Herman, *Performance Management Pearson new International Edition: 3rd Edition* Pearson, 2013

ISBN 9781292024073

B. Alternative Textbook

None

C. Supplemental Print Materials

None

HRMT 4337 – Research Methods in Human Resource Management Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course provides students with techniques to effectively carry out research in human resource management.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

This course provides students with techniques to effectively carry out research in human resource management. The Research Methods for HRM Students aims to guide student researchers to successfully formulate their research objectives, research proposals, projects and/or dissertations. Research theories, detailed chapters, guide on choosing topic, reviewing the literature, understanding philosophies, research design, access and ethics, data collection and analysis, and writing and presenting will be discussed. The students work on cases in teams and have both written and oral presentations. The Internet is used extensively to collect relevant information for the cases.

IV. Requirements Fulfilled

This course is required for human resource management major.

V. Required Prerequisites

- HRMT 3321: Human Resource Management
- BUSI 3321: Operations Management
- COMM 1312: Writing and Research
- COMM 2311: Oral Communication
- COMM 1311: Written Communication

VI. Learning Outcomes

CLO1 Describe different research philosophies.

- CLO2** Differentiate regular checklists and progress of student research projects including step-by-step practical guidance on the process.
- CLO3** Analyze detailed chapters on choosing research topic.
- CLO4** Evaluate the literature, research design, access and ethics, data collection and analysis, and writing and presenting.
- CLO5** Demonstrate the use and application of research software, such as SPSS, Microsoft excel spread sheet to analyze data.
- CLO6** Research the internet more efficiently and effectively for information.

VII. Assessment Strategy

Presentation	15%
Class Exercises (Case Analysis)	10%
Research Assignment	15%
Final Project	20%
Midterm Exam	20%
Final Exam	20 %

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

This course is composed of lectures, and online homework assignments. The course is conducted in a manner that encourages class participation by the students. Students are expected to attend all classes, read the assigned material before class, and complete the homework assignment prior to coming to class each day. Students are expected to spend an average of two hours per week outside of class for each hour of lecture.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

1. Understanding Research
2. Dealing with Practical Issues
3. Identifying your Paradigm
4. Designing the Research
5. Searching and Reviewing the Literature
6. Writing your Research Proposal

7. Collecting Qualitative Data
8. Analysing Qualitative Data
9. Integrated Qualitative Data Techniques
10. Collecting Data for Statistical Analysis
11. Analysing Data Using Descriptive Statistics
12. Analysing Data Using Inferential Statistics
13. Writing up the Research
14. Troubleshooting

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

A. Required Textbooks

Collis, Jill and Roger Hussey, *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, 4th Edition, Palgrave, 2013
ISBN 9780230301832

B. Alternative Textbook

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None.

HRMT 4338: HUMAN RESOURCE PLANNING

Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)**I. Course Overview**

This course provides students with techniques to effectively deal with human resource planning. Theories of business strategy, models and forecasting are addressed. The students work on cases in teams and have both written and oral presentations. The Internet is used extensively to collect relevant information for the cases.

II. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

III. Detailed Course Description

The purpose of this course is to provide students with the conceptual framework of human resource planning, including the components of human resource requirements in the workplace. Emphasis will be placed on the impact of change, job analysis and the process of budgeting human and financial resources.

IV. Requirements Fulfilled

This is an elective course for human resource management major.

V. Required Prerequisites

- HRMT 3321: Human Resource Management

VI. Learning Outcomes

- CLO1** State the importance of Human Resource function in planning and staffing organizational manpower requirements
- CLO2** Explain fundamental concepts, principles, techniques and judgment in supply-demand forecasting and supply programs in determining HR planning.
- CLO3** Evaluate strategies to integrate human resources planning with the strategic initiatives of

senior management to achieve overall business objectives.

- CLO4** Summarize the role of HR planning in functions such as training and development, compensation and benefits programs, payroll, performance management and health and safety at work.
- CLO5** Appraise succession plans and critical staffing objectives and evaluate the complexities of downsizing issues and the role of HR planning in the process of downsizing.
- CLO6** Analyze global issues and how these affect HR planning

VII. Assessment Strategy

Mid-Term Exams	20 %
Final Exam	30%
Group Project/Facilitation	20%
Class participation	10%
Homework/Case studies	20%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

VIII. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

IX. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Part One: Introduction

Chapter 1: Strategic Management

Chapter 2: Aligning HR with Strategy

Chapter 3: Environmental Influences on HRM

Part Two: HR Planning

Chapter 4: Job Analysis

Chapter 5: The HR Forecasting Process

Chapter 6: HR Demand

Chapter 7: Ascertaining HR Supply

Chapter 8: Succession Management

Chapter 9: Information Technology for HR Planning

Part Three: Strategic Options and HR Decisions

Chapter 10: Downsizing and Restructuring

Chapter 11: Strategic International HRM

Chapter 12: Mergers and Acquisitions

Chapter 13: Outsourcing

Chapter 14: Evaluation of HR Programs and Policies

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XII. Textbooks and Teaching Aids

E. Required Textbook(s)

Belcourt, M. and McBey, K., Strategic Human Resources Planning. 5th Edition, Nelson Education Ltd. ISBN 9780176506940

F. Alternative Textbook

None

G. Supplemental Print Materials

None

H. Supplemental Online Materials

None.

HRMT 4339: INTERNATIONAL HUMAN RESOURCE MANAGEMENT Syllabus

Semester:

Instructor:

Contact information

Room:

Tel:

E-mail:

Office Hours:

Semester Credit Hours: 3 (3, 0)

XIII. Course Overview

The world of organizations is no longer defined by national boundaries. Hence, human resource management is no longer involved with employees within only one national boundary. Therefore, this course provides an inauguration for students to focus on critical issues facing organizations in managing their human resources at home and abroad. This course set a nexus between corporate strategies and the effective management of human resources, which at times may require variable policies across countries. The course aims to answer questions like how an organization facilitates a international human resource response to staffing, appraising, compensating, and developing its personnel in a way that its core goals and values are upheld without sacrificing local customs and traditions.

XIV. PMU Competencies and Learning Outcomes

It is imperative that students be aware of legal issues affecting business. Students become acquainted with major business law concepts which will make them more efficient and effective managers of the legal issues affecting their organizations.

- Critical thinking and problem solving are developed as students analyze assigned questions, exercises, problems and cases.
- Oral, written and listening skills are developed as students are encouraged to participate in class, to do written homework assignments and to interact with other classmates.
- Teamwork is promoted as students are encouraged to work as part of a group in their case analysis.
- Modern information technology is utilized through the Internet as a learning resource and spreadsheets as tools in classroom preparation and homework assignments.

XV. Detailed Course Description

This course offers an explicit introduction of a research-based model of strategic HRM in a multinational enterprise. Emphasis is placed on Investigating trends and future challenges in international human resources management including Cross-Border Alliances and SMEs, which explores the complex human resources challenges inherent in cross-border alliances, and the growing internalization of small and midsize enterprises.

XVI. Requirements Fulfilled

This is an elective course for human resource management major.

XVII. Required Prerequisites

- HRMT 3321: Human Resource Management
- BUSI 3321: Operations Management

XVIII. Learning Outcomes

- CLO4** Recognize, outline, and illustrate the enduring global contexts of International HRM.
CLO5 Explain; differentiate the Context of Cross-border Alliances and SMEs.
CLO6 Develop, prepare staffing international operations for sustained global growth, recruiting and selecting staff for international assignments.
CLO7 Evaluate, interpret issues of international training, development and compensation.
CLO8 Demonstrate; appraise the implications of IHRM in the Host Country Context.
CLO9 Interpret; analyze the International Industrial Relation issues and performance management.

XIX. Assessment Strategy

Mid-Term Exams	20 %
Final Exam	30%
Group Project/Facilitation	20%
Class participation	10%
Homework/Case studies	20%

PMU Grading Scale		
Letter Grade	Range	GPA
A+	96 – 100	4.00
A	90 – 95	3.75
B+	86 – 89	3.50
B	80 – 85	3.00
C+	76 – 79	2.50
C	70 – 75	2.00
D+	66 – 69	1.50
D	60 – 65	1.00
F	0 - 59	0.00

XX. Course Format

A variety of teaching approached is used including lectures, class discussion, cases, exercises, group project, and videos. Students are expected to come prepared for classes and be ready to discuss the topics assigned. The instructor addresses questions on aspects that the students could not comprehend by reading on their own. Students are encouraged to take active part in their learning.

Classroom Hours (3 hours per week)

Class: 3

Lab: 0

XXI. Topics to Be Covered

Selected topics depending on the intended learning outcomes will be covered.

Chapter 1 Introduction

Chapter 2 The Cultural Context of IHRM

Chapter 3 The organizational context

Chapter 4: IHRM in Cross-Border Mergers & Acquisitions, International Alliances and SMEs

Chapter 5 Sourcing human resources for global markets – staffing, recruitment and selection

Chapter 6 International Performance Management

Chapter 7 International Training, Development & Careers

Chapter 8 International compensation

Chapter 9 International industrial relations and the global institutional context

Chapter 10 IHRM Trends and Future Challenges

XXII. Laboratory Exercises

This course does not require a separate lab.

XXIII. Technology Component

Students are expected to have a computer account on the University's Blackboard system to communicate via e-mail and should sign up for the online discussion group or the class. They are also expected to be familiar with the online supplementary material available. Collaborative learning problems and cases require the student to use word processing, spreadsheets and other information/computer technologies.

XXIV. Textbooks and Teaching Aids

E. Required Textbook(s)

Dowling, Peter, Marion Festing and Allan D. Engle, *International Human Resource Management*, 6th Edition, Cengage Learning, 2013
ISBN 9781408075746

F. Alternative Textbook

None

G. Supplemental Print Materials

None

H. Supplemental Online Materials

None.

Prince Mohammad Bin Fahd University

Al Khobar, Saudi Arabia

EXECUTIVE MBA CURRICULUM

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EXECUTIVE MBA CURRICULUM

I. EXECUTIVE SUMMARY

This report describes a 45 credit-hour Executive MBA (Master of Business Administration) Program of Prince Mohammad Bin Fahd University (PMU). Based on and comparable to leading Executive MBA programs in the United States, the program is designed to be completed in two years (675 contact hours), with participants attending classes while maintaining their full time employment.

For Saudi Arabia, the meeting days are assumed to be Thursday, Friday, and Saturday, which is comparable to the typical meeting days in the United States of Friday, Saturday, and Sunday. Those days, however, can be changed to meet local conditions and preferences.

The Executive MBA program does not require an undergraduate degree in business. Instead, it is designed to be a general management overview of business that is particularly relevant to working professionals who received their undergraduate degrees in non-business subjects.

The entrance requirements for the program emphasize the work and managerial experiences of the applicants. The program requires successful applicants to have a minimum of five years of management experience. This requirement may be increased in the future to attract more experienced entrants. This increased level of experience would be desirable, because a great deal of the learning in Executive MBA programs comes through the shared experiences of the participants.

The Executive MBA program is designed for a lock-step format in which each entering group of students takes the same courses at the same time. This ensures the university's ability to maintain quality by providing a uniform offering to all students. It ensures that the students experience a rich, shared, interactive learning environment.

The report includes a syllabus for each course in the program.

II. THE PMU EXECUTIVE MBA VISION

The Executive Master of Business Administration (EMBA) Program is primarily designed to educate working executives, managers, entrepreneurs, and other business leaders with an opportunity to advance their career in a stimulating and supportive environment.

Courses cover comprehensive business knowledge sets woven together with a relevant and practical exploration of today's management environment. Executive MBA students usually have an established career. They may be earning an executive MBA to increase their career options or simply to update their knowledge and brush up on skills they have already acquired.

The program is a significant part of the PMU's mission to provide connections with and services to the surrounding business community in the Eastern Province of the Kingdom of Saudi Arabia (KSA)

The PMU Executive MBA program enrolls about 70% non-business undergraduate majors. All participants have advanced to a point in their careers where an understanding of business concepts is essential to job performance and career advancement.

The program is structured so that participants can complete the program in two years while maintaining their full time professional work responsibilities. All participants in the program are full time employees of organizations or self-employed in their own, established businesses.

The PMU Executive MBA program is a general management program. It does not present in-depth coverage of any of the traditional functional business areas. The goal of the program is to create the general understanding of business required of a general manager.

Primary characteristics of the program include:

- Each entering class consist of approximately 30 program participants.
- Both male and female students are enrolled in the program.
- Instruction is in the English language.
- The program is housed physically and administratively within the College of Business Administration.
- The classroom environment encourages discussion among the participants and the sharing of their business experiences.
- The PMU Executive MBA program strives to become one of the leading providers of Executive MBA education in the region.

A. PROGRAM LEARNING OBJECTIVES

In order to meet the growing needs in the KSA for skilled managers and business leaders, the PMU Executive MBA program seeks to achieve a number of key learning objectives in its graduates:

- To generate an awareness of the issues of doing business internationally and of competing in a global economy.
- To foster teamwork and leadership in the business environment.
- To develop and enhance business and organizational skills that are applicable to a wide range of organizations.
- To present and enhance skills in the use of information technologies to assist in the management of organizations.
- To enhance the business communication skills of the participants.

B. PMU CORE COMPETENCIES

As it works toward these learning objectives, the Executive MBA program maintains values consistent with the undergraduate goals of the university. The development of eight distinctive competencies (discussed in detail in the report *Undergraduate Core Curriculum*) is considered to be of value to all effective professionals, whether they are advancing their education at the graduate or undergraduate level. The eight PMU defining competencies are:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence
- Teamwork
- Leadership
- Globally Connected
- Conflict Resolution

The manner in which the Executive MBA program addresses these competencies is detailed on each course syllabus.

III. OVERVIEW OF MBA AND EXECUTIVE MBA PROGRAMS

More than 1,000 MBA programs and more than 200 Executive MBA programs are currently in operation world-wide. These programs range from the very large to very small, from programs with international reputations to programs known only locally, from programs that are extremely selective to programs that accept nearly any applicant, from programs that are very expensive to programs that are very inexpensive. The content of the programs also varies greatly, though more similarities exist among Executive MBA programs than among the traditional MBA programs.

This brief overview of MBA and Executive MBA programs puts these offerings into perspective and provides background for the PMU program.

A. TRADITIONAL MBA PROGRAMS

MBA programs were originally conceived to deliver the fundamentals of business to graduates of non-business undergraduate programs who had achieved several years of professional work experience. The classic example is that of an engineer who, over the course of his career, has become more involved in the business aspects of the organization and consequently requires formal business education to fully perform his new duties. The MBA was created to provide a general business background to such participants.

The typical MBA program has evolved into a program with two distinct parts. The core curriculum typically includes 30 to 36 credit hours and provides a foundation in each of the functional business areas. This core is completed in the first year of study. The second year of the program focuses on an area of specialization. These are courses that go into more depth in a particular area of the student's interest; for example, accounting, finance, international business, or similar specialties. The student typically can spend one or two semesters in this area of specialization.

For applicants without undergraduate degrees in business, most programs require a significant amount of work experience, usually a minimum of five to seven years. Applicants with business undergraduate degrees are typically required to have two years or more of work experience.

B. EXECUTIVE MBA PROGRAMS

Executive MBA programs are designed for full time employees of organizations or owners of businesses who have a significant investment in their careers and who cannot afford to give up their full time jobs. Rather than pursuing a traditional MBA degree on a part time basis*, these professionals can complete an Executive MBA program while continuing their full time employment.

Executive MBA programs differ from traditional MBA programs in two distinct manners. First the meeting format is different. Executive MBA programs usually meet twice a week, every other week during the semester. Secondly the students in Executive MBA programs have on average much more work experience than their counterparts in traditional programs. It is this work experience that allows the Executive MBA program to be offered at a much faster pace than the traditional program.

Executive MBA programs are typically offered in major cities that have substantial work forces demanding such programs. Executive MBA programs also tend to draw from a region surrounding these cities (defined as within easy commuting distance). Because students must balance the demands of their careers, home life, and the full time Executive MBA program, they do not want to spend an inordinate amount of time commuting to the program.

Most Executive MBA programs offer the MBA degree upon successful completion of the course of study. Students and their organizations want that credential and view an Executive MBA degree as less desirable. A major challenge to the administration of the program is to avoid the perception that the Executive MBA program is a “watered down” MBA program. The standards and content for the Executive MBA program therefore must be the same as a traditional MBA program. The expectations for the students in the Executive MBA program should, in fact, be higher than expectations for students in the traditional program because of the work experience of the participants.

Organizations use the Executive MBA programs as a way to update their employees on the latest thinking in business. The program may also be part of the career development of the person and the succession planning for the organization. It can be a tool used to promote retention of valued employees within the firm.

**NOTE: A subtle difference exists in the use of the phrases “full-time” and “part-time” when referring to MBA and Executive MBA programs. The typical Executive MBA program is considered a full-time program, completed over two years, that does not require the student to attend classes every day of the week. The program requires that the student carry a full course load, as defined by the institution. The program is “part time” only in that the student continues to remain fully employed in the sponsoring organization. This report refers to the Executive MBA program as a “full time” program. An MBA program that requires a full time, on-campus course of study will be referred to as a “traditional” program to avoid confusion.*

IV. PROGRAM ADMINISTRATION

A. MANAGEMENT ORGANIZATION

The PMU Executive MBA program is administered as a division of the College of Business Administration. As such, it falls under the senior leadership of the Vice Rector of Academic Affairs and the Dean of the College of Business Administration.

The daily operation of the program, however, have a unique structure within the university. The Executive MBA program is managed jointly by the Chair of Business Administration and the Director of Research Development and Continuing Education. Their charge is to extend the academic reach of the PMU beyond its enrolled students and into the surrounding business, professional and urban community.

A discussion of the organization of the College of Business Administration and the Executive MBA program, as well as details concerning the duties of the individuals responsible for the program are provided in the report *PMU Organization*.

B. ONGOING OPERATIONS

The program administration sets the tone for the entire program, including the relationship with participants and their employing organizations. Smoothly run operations, therefore, are essential to the success of the program.

The market for Executive MBA programs is very competitive. The cost of attendance at such programs is typically much higher than traditional MBA programs. The participants are working adults with responsible positions in their companies, who are accustomed to professional treatment. Students in an Executive MBA program therefore expect a level of service beyond the normal experience in higher education. Attention to small details can go a long way in meeting those expectations.

1. Interaction with the University

Because of the full time work status of the students in the program, the administration of the Executive MBA program makes registration and bill payment as easy as possible. Instead of requiring the students to interact with the various offices of the university, the program administration streamlines the process by providing a single point of contact. Students are able to register for their courses directly through the Executive MBA program. Bills for each semester are sent by the program office to students, who in turn pay the program directly. These seemingly small activities greatly enhance students' satisfaction with the program.

2. **Advising**

Because students are not on campus regularly, the program of study must be very clearly defined. Establishing the program administration as the primary point of contact for students with academic issues goes a long way in providing quality service. Unlike undergraduate programs, an Executive MBA program requires minimal advising. The main need is to ensure that the program of study is clearly outlined and followed. Students want to know in advance about degree requirements, program changes, new opportunities, or other issues that are about to occur.

3. **Course Materials**

Each student is provided with all course materials by the program administration. The materials provided include textbooks, cases, articles, and in general any readings that the students are expected to prepare. Providing these materials ensures that all students will receive the same material, protects the copyrights of the material, and is an added benefit to the students.

4. **Class Calendar**

The calendar for each class of entering students is published and followed from the first day of each academic program. This calendar shows the meeting dates for the entire two-year course of study. This allows students to plan their schedules, so that they miss a minimum number of classes. It also lets students know in advance the dates for which they must prepare materials. This helps students focus their attention on the program and course content rather than on process and procedures.

V. ADMISSION REQUIREMENTS AND SELECTIVITY

The character and quality of students in the PMU Executive MBA program are major defining factors of the program. Admission criteria and selectivity therefore are essential parts of the program.

The admissions process for the PMU Executive MBA program establishes an overall profile for an entering class, including averages in academic performance and work experience, with acceptable ranges established around those averages. The program then selects individuals for the class to meet that profile.

The PMU Executive MBA program is designed to accept both male and female students. The requirement that program participants are currently employed, however, may be reducing the number of females who are eligible for the program.

The application deadline for admission to the Executive MBA program is the same as that established in the report *PMU Admissions Plan* for undergraduate admissions. The initial application deadline is July 1. Deadline for final submission of supporting paperwork is August 1.

PMU Admissions Plan also establishes minimum criteria for entrance into the Executive MBA program. An expanded list of criteria and standards includes:

A. EDUCATIONAL BACKGROUND

A prior degree comparable to a Saudi bachelor's degree is required. However, the university admits students with a variety of undergraduate degrees, not just business.

While not as necessary for working adults as it is for persons with a background only as students, the applicant's undergraduate record is also considered. Undergraduate grade point average is a good indicator of an applicant's ability to complete this program.

B. WORK EXPERIENCE

Successful candidates have at least five years of professional work experience.

Each class represents a variety of industries and organizations. There is no overwhelming number from a single industry or organization.

Students represent a variety of functional responsibilities within their organizations. There is not, for example, a class made up entirely of civil engineers or accountants.

Varying levels of managerial responsibility are also represented. Setting this requirement at a high level results in a more experienced class.

C. SCORES ON STANDARDIZED TESTS

1. English Language

Students must demonstrate proficiency in the English language through satisfactory performance on the International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL) together with Test of Written English (TWE).

The required score is the same as that required for admission to undergraduate degree studies at the PMU, an overall IELTS score (or equivalent) of 6.0, with a minimum score of 5.0 on each test component. (See the report *Preparation Program Design*.)

2. GMAT

The PMU requires the GMAT (Graduate Management Admission Test). While not a perfect predictor of performance, this test can be used to identify applicants who may have difficulties in the program.

It should be noted that this test is given in English.

D. SUPPORT, REFERENCES, AND INTERVIEW

1. Letter of organizational sponsorship

All applicants who are not self-employed need to provide a letter from their employing organization stating its agreement with the student's participation in the program and allowing time from work, as necessary, to participate in the program.

2. Letters of reference

Employed applicants need to provide at least three letters from supervisors and others in superior positions within the employing organization. These letters should attest to the applicant's abilities and work experience.

Self-employed applicants need to submit letters from business partners, former employers, associated vendors, or others who can provide appropriate references.

3. Personal interview

Each candidate who otherwise meets the selection criteria is personally interviewed by a committee of program administrators and faculty. The interview provides an opportunity to see the candidate in a setting of personal interaction and thus helps to determine whether or not the candidate has the right skill set for the program.

For self-employed applicants, the interview also serves to determine whether the applicant has sufficient time and resources to balance the demands of business and the Executive MBA program.

VI. FACULTY SELECTION

The faculty who teach in the Executive MBA program are critical to the program's quality and success of the program. The faculty for the program are drawn from the faculty of the PMU College of Business Administration, and care is taken in their selection.

Faculty assigned to the Executive MBA program are chosen for a combination of their academic credentials, work experience, and ability to work with adult business professionals. The basic criteria for these faculty includes:

A. DEGREES AND TEACHING EXPERIENCE

Faculty members hold a Ph.D. in the relevant discipline. It is possible that the degree can be replaced by relevant work experience. A retired corporate president now working in an academic environment, for example, could bring valuable skills and insights to the program. However, experience alone is not enough. Faculty must be able to relate the underlying concepts of the discipline. Programs are supplemented by carefully selected non-academics, but the core functional areas are taught by faculty trained in those areas.

B. WORK EXPERIENCE

All faculty have some work experience in the discipline. The amount of work experience depends on the level of the students. The more experience the students have, the more is required of the faculty. Experiences can be in consulting rather than full time work. Under all circumstances, however, faculty must be familiar with the workplace, not just the academic environment.

Faculty have previous experience teaching MBA students or executives. The Executive MBA audience is different from an audience of undergraduate students. Therefore, a minimum amount of previous MBA experience is essential. Dealing with executives, even at the consulting level, is a major plus for the faculty in the Executive MBA classroom.

C. ENGLISH LANGUAGE SKILLS

Like other programs at the PMU, the Executive MBA program is taught in English. All faculty, therefore, must have achieved proficiency in the English language. Preference is given to faculty who are either native English speakers or have achieved native-level proficiency as demonstrated by a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5.

D. STUDENT-CENTERED APPROACH

The Executive MBA program shares the same goals and concern with creating a learning environment that pervades the undergraduate programs at the PMU. For faculty who are not experienced in this approach to education, training, guidance, and support are provided by the staff of the PMU Teaching Development Center (described in the report, *Teaching Development Center*).

A willingness to undertake professional development activities necessary to learn how to implement student-centered cooperative and collaborative methodologies therefore is a necessity. A sensitivity to Arab culture is also a necessity.

Faculty must be able to lead case discussions in the classroom. These discussions are a basic part of instruction and learning in the program. Faculty, therefore, must be comfortable in this type of classroom environment. Consequently, faculty are selected for their ability to facilitate discussion and lead the discussion to the desired major points.

Faculty must be able to reconcile differences between theory and practice. The instructors are selected for their ability to field comments on such issues and deal with them in a way that supports the person who raised the point. Just because the theory says something does not always make it right in practice.

VII. THE EDUCATIONAL EXPERIENCE

Executive MBA programs are significantly different from traditional MBA programs in several respects. It is important to recognize these aspects and address them from the first day of the program.

A. CONTENT OF THE PROGRAM

The Executive MBA program is an overview of business and how the various functional areas of business fit together. It provides a vocabulary of business for non-business graduates that enables them to understand the content of business meetings and discussions.

Though the Executive MBA is not an in-depth exploration of the various functional areas of business, it takes on a particular flavor as dictated by the corporate environment of the surrounding region. For example, an area such as the Eastern Province of the KSA, with its large petroleum industry, furnishes students who wish to concentrate on topics that relate to their particular business. Another region, where there may be a large number of health care professionals, may reflect different concerns in an Executive MBA program.

The content for the PMU Executive MBA program is presented in Section X. Executive MBA Curriculum.

B. PROGRAM PARTICIPANTS

Executive MBA students must balance the demands of work, family life, and a full time graduate program. The resulting strain on students' resources and time is an issue that the university must carefully consider as it implements the program. The students and their families must fully understand (with the university's assistance) the demands that the program makes. The student's employer also must provide an official recognition of participation and a willingness to give the student the time necessary to complete the program.

Participants have multiple and sometimes conflicting reasons for being in the program. Reasons include:

- Job advancement and pay increase
- Self-actualization and self-esteem
- Career change
- Change of organization

Some participants try to get through the program with the minimum amount of work. Others are disappointed by anything less than the top score in each course.

The quality of the participants determines to a large extent the quality of the Executive MBA program. The level of work experience and the commitment to the program are the key indicators of the class quality. The selection criteria for participants is addressed in detail in Section V. Admission Requirements and Selectivity.

The entire program benefits from each class being as diverse as possible. Such diversity comes from the particular companies for which participants work and the broader industries they represent, as well as participants' educational majors and job responsibilities. Such diversity benefits the overall environment, because it creates the opportunity for participants to learn from their peers. Participants in a diverse program learn from their contact with other participants' points of view and from others' experiences in their particular business and industry.

C. SIZE OF THE PROGRAM

1. Recommended Size

The typical entering class for the PMU Executive MBA program is 30 students. Though a program theoretically can be run with almost any number of students, 30 is an easily managed number that enables students to pursue a lock-step curriculum in which they all take the same courses in the same sequence at the same time. In such a program, each class has one section of 30 students, the entire class.

A size of 30 enables a highly interactive classroom environment, with maximum classroom discussion. It enables a shared learning environment that builds significantly on the comments of students. Classes are small enough to give each student the opportunity to contribute as well as to listen.

2. Student/Faculty Ratio

A structure with 30 students entering as a group and taking all classes together creates a student/faculty ratio of 30/1. For adult professionals, who are already well grounded in their careers and who are accustomed to speaking up and participating in a business environment, such a ratio provides ample opportunity for the sharing of ideas.

3. Maximum and Minimum Sizes

This size aligns well with quality programs at other universities. Programs in which the goal is to present material to as many students as possible but still allow for some discussion have an upper limit of 80 students. A minimum of 20 is necessary to encourage a variety of comments and to provide diversity of experiences and industries.

D. COHORTS AND TEAMS

The PMU Executive MBA program is offered in a “cohort” structure – that is, each class of entering students begins in the fall only and takes the same courses at the same time. Each class is taught using a common set of materials for a given point in the program. This helps ensure the overall quality of the program

The program follows gender separation policies established by the PMU in accordance with practices in the KSA. Closed circuit television is used for lecture classes in order to provide identical instruction to male and female students. A discussion of the smart classroom technology that enables instruction in gender separated classes may be found in the report *PMU Infrastructure Specifications*.

1. Creation of Teams

Within the cohort, students are divided into teams of four or five individuals. The composition of each team should reflect the diversity of the class. In order to ensure this diversity, the program administration must form teams using the following criteria:

- Educational background (undergraduate major)
- Employing organization
- Functional responsibility
- Industry represented
- Geographical location

Teams should not have two or more members from the same company.

Ideally each member of a team has a different responsibility in his or her home organization.

Once formed, teams stay together for the entire program.

Gender separation policies are followed. Teams contain either all male or all female membership.

2. Function of Teams

a. Team Meetings

Teams meet at least once during the period between class sessions. These meetings provide an opportunity for participants to discuss assignments from the previous sessions and to prepare for upcoming sessions. These team meetings are a valuable learning experience for students, because they create a venue for sharing and learning from others. The team environment replicates and reinforces the work environment, which often relies heavily on teams. The team is the main support group for each member of that team.

b. Team Geography

Because teams are expected to meet regularly and as often as possible, geography is an important consideration in their creation. A similar geographical base facilitates meetings.

Though technology can be used to facilitate meetings, every team also meets regularly on a face-to-face basis. Scheduling team meetings before or after a class session is a reasonable way for participants to meet with their team if they come from different locations.

E. THE CLASSROOM ENVIRONMENT

1. Classroom Design

The classroom environment is a key component of any Executive MBA program. It should promote interaction among the participants and with the instructor. This is achieved in a number of ways.

Physically, a horseshoe shaped room with elevated rows is the most desirable. This standard MBA classroom design provides the opportunity for the instructor to easily see all students, and it allows students to see one another without having to turn around in their seats. This promotes interaction and discussion. Standard classroom seating with desks in rows on a flat floor may be utilized, but with small cohorts, the PMU is able to accommodate the entire Executive MBA program in the College of Business Administration building with two 30-student horseshoe shaped rooms.

Projection equipment is provided in the classroom that makes a presentation readable from any location. This equipment provides access to the standard overhead projection of hard copy materials, PowerPoint presentations, and access to Internet-based materials.

2. Class Participation

Most importantly, there is an expectation for discussion from the students. The usual way to promote such discussion is through the use of case studies. Cases are assigned in advance, and the students come to class ready to discuss the case as it relates to the class topic. This interactive and sharing environment is a key to a quality Executive MBA program.

The work experience of the students is a major part of their willingness to share ideas in the class room. The work experience allows the students to make the materials more relevant and helps them challenge conventional wisdom.

F. LIBRARY RESOURCES

An Executive MBA program is not a research program, but students need access to library resources to support the program. These resources are of two types:

- **Business publications** – general circulation business publications such as *The Wall Street Journal*, *Business Week*, *Financial Times*, *Fortune*, and *Harvard Business Review*. This list is supplemented with regional publications. In addition to general business publications, access to an archive of scholarly publications is also of value to the students and faculty.
- **Databases** – access to business and industry data such as financial filings for public companies, annual reports, analysts' reports, industry analysis and data, company analysis and data, and global data. This list is supplemented with regional information.

Appendix A lists sources for such information.

The preferred way for students to gain access to these materials is electronically through the university. This access is available off-campus as well as on-campus. Electronic connection allows multiple students to access the same materials simultaneously. It also allows students to access materials that may reside elsewhere, beyond the university's own resources.

G. STUDENT PERFORMANCE STANDARDS

The PMU Executive MBA program requires students to maintain minimum standards of academic performance. Using a 4.0 scale for course grades, the department requires that students achieve an overall grade point average (GPA) of 3.0 ("B") for graduation. No more than 20% of grades for individual courses may be 2.5 or below.

A student who receives a grade of "D" (1.0) or "F" in a course during the first year should repeat the course during the following year, simultaneously with the second year curriculum. A student who receives a grade of "D" or "F" in the second year takes that course only during the following year.

There is an expectation of 100% attendance at all class sessions. In order to achieve this, students and their employers must understand and agree upon this requirement before the start of the program. One or two absences during a course may affect the course grade, at the discretion of the instructor. Chronic attendance problems lead to dismissal from the program.

VIII. TECHNOLOGY AND THE EXECUTIVE MBA

A. TECHNOLOGY INFUSED ENVIRONMENT

Information technology plays a key role in all Executive MBA programs. This is especially true at the PMU, where technology competencies are a hallmark of the successful student and a technology-infused environment is a distinguishing characteristic of the university.

In an Executive MBA program, technology provides a valuable bridge between the student's full time employment and university class sessions. Almost all members of the class travel as part of their job during the time the program is in session. Information technology provides a way for them to stay in touch with their team – and even “virtually” attend team meetings that they might otherwise miss. Technology facilitates the submission of exams and other materials when students are away from campus. It provides a means of distributing information to all members of the class in a consistent and timely manner.

B. TECHNOLOGY AND THE CLASSROOM

While technology today is an increasingly valuable part of any instructional method, the Executive MBA program at its heart is essentially a participatory experience in which working professionals and experienced faculty discuss and share experiences and insights concerning business practice and concepts.

The use of technology, therefore, is used as a supplement to the classroom experience and the team approach, not in their place. This is important throughout the curriculum. It manifests itself in two particular ways.

1. Student Computing

Students in the Executive MBA program are required to have a laptop computer loaded with the Microsoft Office suite of business software. These software programs provide the functions necessary for the program.

Students have access to the same technology-infused environment as the undergraduates, faculty, and staff of the PMU, including wireless Internet access. Internet access allows seamless communication among students, faculty and administration and make large amounts of information readily available. Internet access also allows the electronic submission of exams and other materials.

Students are expected to prepare class assignments and make presentations to the class using their computers. They are not, however, expected to use the computers to take notes in class. The classroom environment of the Executive MBA program is fundamentally different from an undergraduate classroom in that it consists mostly of student participation and does not require taking notes from a faculty lecture.

2. Textbooks

The majority of major textbook publishers today provide electronic supplements to their books. Most of the textbooks used in the PMU Executive MBA program, therefore, include such supplements, which the instructor chooses to use as appropriate. (Specific recommendations are made in the program's syllabi, which appear in Section XI. Course Syllabi, of this report.) These supplements are particularly useful for a program format where much of the learning occurs away from the traditional in-class environment, with students working outside of class in teams.

One exception is the preparation materials titled *MBA Primer**, which is in an introductory, non-credit, self-study course. Delivered via CD, *MBA Primer* is designed to be taken outside

the classroom environment. Students in the PMU program take four sections of this program – economics, statistics, accounting, and finance. The primary purpose is to ensure that all students are at the same level of understanding of this material at the beginning of the program. These materials are reviewed during the residency day of each semester as described in Section X. A. Preparation Materials.

For all text materials, whether print or electronic, the instructor ensures that the class uses the most recent edition. This is particularly important with electronic materials, which often are updated and changed frequently.

3. Distance Learning

Video conferencing and other distance learning technologies provide additional supplements to the classroom environment. Among them, closed circuit television is used to provide identical instruction to male and female students in separate locations. This is important, since in order to maintain common standards and a rich educational experience for all students in the program, it is essential that each student hears the same content and discussion. Having two different instructors or even the same instructor teaching the students at different times would diminish the learning experience for all.

Distance learning technologies, however, are not used to deliver content other than for the purposes of gender separation. It is not possible to maintain the level of interaction and discussion necessary for an Executive MBA program using these media.

**MBA Primer* Version 2.0, South-Western Publishing, 2003.

ISBN: 0324221231

C. USING THE PMU TECHNOLOGY INFRASTRUCTURE

The reports *Information Technology Strategy* and *PMU Infrastructure Specifications* provide a detailed discussion of the technology infrastructure and capabilities that are available for all faculty and students at the PMU. Some of the technologies and applications most useful for the Executive MBA program are:

1. **“Smart” Classroom Equipment**

Facilities used for the Executive MBA program have the same “smart” classroom capabilities that infuse the entire PMU campus. Especially important for this program is Internet access and the ability for students to make presentations to the class. The presence of DVD and VCR equipment is important to the Executive MBA program, since a large number of videos exist that are relevant to business case studies and other course topics.

2. **E-mail**

Electronic mail is an important way for the program to reach all participants. It provides a convenient way for team members to stay in touch with one another. It provides a convenient way for students to ask questions of the faculty and for the faculty to reply to all members of the class. These are especially valuable benefits for working students who are on campus only occasionally.

E-mail is the basis for the electronic submission of materials to faculty and to students.

All students in the program receive a PMU e-mail address. To avoid confusion and overlooked messages, it is recommended that students use this address rather than their business addresses for program-related communications. Business addresses, however, are kept in a common, frequently updated, and easily accessible location as an alternate method of communication.

3. **Chat**

Student access to chat rooms facilitates “live” on-line discussions of topics covered in class. Chat software makes it possible to focus discussions on specific topics and reduce non-topic related chatter. A program can monitor chats for common threads of discussion and post appropriate responses.

Some chat rooms are set up for various course topics; others are set up for special issues such as the final project or an international study trip.

4. Bulletin Boards

Bulletin boards are typically used to post information that can be read at the student's leisure. Unlike Chat, this is not a "live" discussion.

5. Access to Library Resources

Access to electronic versions of publications and databases is provided both on-campus and for remote users. Providing both these options for access is especially valuable for working students who are on campus only occasionally.

A list of some of the more relevant services is given in Appendix A: Electronic Sources for Publications and Databases.

IX. PROGRAM STRUCTURE

This section presents the structure for the PMU Executive MBA program. The structure is for a program that:

- Requires 45 credit hours (15 courses) with no waivers
- Is completed in two years (four semesters)
- Is a cohort or lock-step program
- Does not meet during the summer.

Alternatives for two-and-one-half-year, three-year and a four-year program are presented in Appendix B: Class Schedules for Programs of Different Length.

A. PROGRAM ASSUMPTIONS

The recommended program structure is based on the usual conditions for graduate programs and courses in the United States. The 45 credit hour assumption is the minimum to meet the standard set of core courses for an MBA program and to cover the competencies that PMU wishes to instill in its graduates.

- All courses are three credit hour courses.
- Each three credit hour course meets for 45 contact hours.
 - The Executive MBA program requires 15 courses of 45 credit hours each, for a total of 675 contact hours.
 - All semesters are 15 weeks long.
 - The meeting days vary in length as needed to meet the contact hour requirements.
 - Each semester starts with a one-day residency session.

B. LENGTH OF PROGRAM

The PMU Executive MBA program is normally two years in length and meets the following meeting conditions:

- The program is completed in four semesters over two calendar years. These are the usual fall and spring semesters. There are no classes during the summer.
- The starting and ending dates of the Executive MBA semesters may differ slightly from those of other university programs. The semester is assumed to be 15 weeks long.
- Students take four courses in the first three semesters (1, 2, and 3) and three courses in the last semester (4).
- The four-course semesters (1, 2, and 3) meet a total of 20 days. The meetings are held on the first three weekends of each month of the 4-month semester.
- The three-course semester (4) meets a total of 15 days. The meetings are held on the first three weekends of each month for the first 3 months of the semester.
- Each semester begins with a one-day residency session on the first day in the first weekend. Regular classes for the semester begin on the second day of that weekend.
- The meeting schedule is shown in a table in Appendix B: Class Schedules for Programs of Different Length.

If the university wishes to offer a reduced course load or meeting schedule by extending the program to two-and-one-half, three, or four years, the schedule is adjusted accordingly. These optional class schedules are shown in a table in Appendix B: Class Schedules for Programs of Different Length.

C. TYPICAL CALENDAR

The Executive MBA program follows the typical 15-week fall/spring semester schedule. The number of contact hours in each semester depends on whether the program is following the two, two-and-one-half, three, or four-year format.

The table below shows the format for the preferred two-year program.

Two-Year Calendar, PMU Executive MBA Program

FIRST YEAR CALENDAR– EXECUTIVE MBA CURRICULUM					
FIRST SEMESTER			SECOND SEMESTER		
Session	Contact Hours	Calendar	Session	Contact Hours	Calendar
Semester	180	September through December	Semester	180	January through May

SECOND YEAR CALENDAR – EXECUTIVE MBA CURRICULUM					
FIRST SEMESTER			SECOND SEMESTER		
Session	Contact Hours	Calendar	Session	Contact Hours	Calendar
Semester	180	September through December	Semester	135	January through May
Graduation – May-June					

D. COURSE SCHEDULE

The schedule below is based on Executive MBA programs in the United States and fits within the meeting format defined in Section C above.

To ensure the most efficient and easiest implementation of the program, classes during the two-year program meet first 3 weeks of every month.

Course Schedule

2 YEAR PROGRAM – Schedule

Week	Day	Class Time	Contact Hours
1	Thursday	17:00 – 22:00	5
1	Friday	14:00 – 22:00	8
1	Saturday	8:00 – 20:00	12
2	Friday	14:00 – 22:00	8
2	Saturday	8:00 – 20:00	12
3	Saturday	Exam (Instructor Discretion)	
Course Total			45
Classes meet for 4 months for a total of 20 meetings in semesters 1, 2, and 3.			
Total for Semesters 1, 2, 3			180
Classes meet for 3 months for a total of 15 meetings in semester 4.			
Total for Semester 4			135

X. EXECUTIVE MBA CURRICULUM

The PMU Executive MBA is a 45 credit hour program. All courses carry three hours of credit and all courses are required of all students.

The program provides a general management overview of the functional areas of business. The Ex-

Executive MBA is designed to give general managers the knowledge and competencies they need for success regardless of their industry or organization. It does not provide in depth knowledge in any of the functional areas of business.

A. RESIDENCY DAYS

A preparation program in accounting, finance, statistics, and economics provides the basic skills that students need for the program. The program is distributed across a number of Residency Days at the start of semesters. It is required of all students, though it carries no credit.

Each semester begins with a Residency Day. The purpose of this day is two-fold. It is used to review the concepts from the preparation materials that are necessary for that semester. It is also used to provide an overview of each course that is taken that semester. Students, especially those without business degrees, use this day to become familiar with the key concepts of the upcoming semester.

B. PREPARATION MATERIALS

The preparation program is delivered using *MBA Primer* from South-Western Publishing. This CD-based program of study covers accounting, finance, economics, and statistics and is designed to provide the basic background in each of these areas for students who have not had undergraduate courses in those topics. It is also used as a refresher for those who had these undergraduate courses some time ago.

Each student uses the CD to prepare the accounting and economics modules before the start of Semester 1. The Residency Day of Semester 1 reviews these materials. Similarly, students prepare the quantitative analysis and finance modules before the start of Semester 2. The Residency Day of Semester 2 reviews these topics. This approach ensures that all participants in the program have at least minimal background in these four fundamental areas.

C. CORE COURSES

The following courses, which typically can be found in any MBA or Executive MBA program, provide the basic functional and strategic knowledge base that business professionals require.

- Financial Accounting
- Managerial Accounting
- Managerial Finance
- Managerial Economics
- Organizational Behavior
- Strategic Management
- Management Information Systems
- Marketing Management
- International Business
- Project
- Legal Environment of Business
- Investment and Portfolio Management
- E-Commerce
- Operations Management
- Quantitative Analysis

D. OPTIONAL ADDITIONS

The PMU elects to offer a number of options that are common among Executive MBA programs. These options, which are offered in addition to the Preparation Course, Core Courses and PMU Competencies Courses, include the following:

- **International Trip** – a one-to-two week trip to another country to learn about the business

methods in that country. The purpose is to acquaint students with the global economy. Typically, such a trip is scheduled during the summer between the two years of the Executive MBA program. An extra fee may be charged for such a trip or the cost may be incorporated into the overall tuition and fees of the program.

- **Business Simulation** – this program runs in parallel with a content course to provide the students with a simulated decision making environment. Typical simulations are offered in marketing, production, or strategy.

E. STRUCTURE FOR THE PROGRAM

Combining the calendar and course schedule with the curriculum yields the following Program Structure.

Content of the Executive MBA Program

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)
Total Credit Hours : 45

FIRST YEAR					
FIRST SEMESTER			SECOND SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
EMBA 1312	Financial Accounting	3	EMBA 2312	Marketing Management	3
EMBA 1313	Organizational Behavior	3	EMBA 2313	Quantitative Analysis	3
EMBA 1314	Managerial Economics	3	EMBA 2314	Managerial Finance	3
EMBA 2311	Managerial Accounting	3	EMBA 3311	E-Commerce	3
Total Credit Hours		12	Total Credit Hours		12

SECOND YEAR					
THIRD SEMESTER			FOURTH SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
EMBA 3312	Operations Management	3	EMBA 4312	Strategic Management	3
EMBA 3313	Management Information Systems	3	EMBA 4313	Project	3
EMBA 3314	International Business	3	EMBA 4314	Investment and Portfolio Management	3
EMBA 4311	Legal Environment of Business	3			
Total Credit Hours		12	Total Credit Hours		9

XI. COURSE SYLLABI

A. COURSE NUMBERING SYSTEM

A common system for naming courses is applied throughout all academic programs at the PMU. The system is structured as follows:

Each course title begins with four letters that indicate the subject matter of the course. For the Executive MBA program, all courses are titled EMBA.

The letters are followed by four numbers:

- First digit indicates the semester in which a course is taken. For the purposes of numbering, the system assumes a two-year Executive MBA program. Course numbers remain unchanged for the two-and-one-half-, three- and four-year options.
- Second digit indicates credit hours. All courses in the Executive MBA program carry three hours of credit. The preparation program conducted on Residency Days carries no credit and is not defined as a separate course.
- Third and fourth digits serve only to differentiate courses from one another within the semester. Typically, the final two digits are 11, 12, 13, and 14.

B. FIRST SEMESTER SYLLABI

EMBA 1312: Financial Accounting

EMBA 1313: Organizational Behavior

EMBA 1314: Managerial Economics

Course Title: EMBA 1312: Financial Accounting**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course studies financial accounting from the perspective of managers who must understand and use financial statements in compliance with applicable regulations and principles. The course provides an overview of accounting principles in a global and ethical context.

II. PMU Competencies and Learning Outcomes

The financial accounting course focuses on the financial acumen and problem solving capabilities of the students. The exercises, homework, and case preparations enforce teamwork and leadership competencies. The written and oral presentation skills of the students are enhanced in this course. The overall professional competency of the student is enhanced by the understanding of financial statements.

III. Detailed Course Description

Financial accounting introduces the concepts and fundamental issues associated with the creation and use of financial statements by organizations. It focuses on the use and understanding of these statements by stakeholders who are trying to evaluate the financial health of the organization. The course presents the fundamental financial accounting principles and developments in business such as private equity, International Financial Reporting Standards, Sarbanes Oxley, and the importance of internal controls. Other topics of emphasis are: return on equity and its determinants, legal and ethical issues facing managers, and earnings management.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the first year.

V. Required Prerequisites

Enrollment in the PMU Executive MBA program.

VI. Learning Outcomes

- To understand the fundamentals of financial accounting principles.
- To be able to create and interpret financial statements.
- To understand the relationship between economic events in an organization and financial statements.
- To understand how financial statements are prepared.
- To use financial statements to make a judgment about the financial health of an organization.

VII. Assessment Strategy

The assessment of the student's performance is based on examinations, homework preparation, case preparation and a special project. Each of these assessment tools apply to different aspects of the desired learning from this course.

A. Examinations (50% of final grade)

There are two (2) major examinations, a mid-term and a final exam. These test the student's comprehension and retention of the key concepts of the course.

B. Homework Assignments (10% of final grade)

There are weekly homework assignments which are typically exercises from the textbook. These

are to be turned in prior to the class in which they are discussed. This ensures adequate preparation on the part of each student.

C. Case Preparation (10% of final grade)

The cases studied in the course have a written set of questions that the students must prepare and submit for grading. The instructor should select two cases from the Harvard Business Case library for discussion throughout the course.

D. Financial Statement Project (30% of final grade)

Each team is assigned a publicly traded company to perform analysis of the company based on the financials of the company. This ties the learning in the course to the real analysis of a real company. This is a team project and the written report is five to 10 pages long and must present a recommendation about the company based on the analysis.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Financial accounting and its economic context
- B. The financial statements
- C. The measurement fundamentals
- D. The mechanics of financial accounting
- E. Using financial statement information
- F. Current assets
- G. Merchandise inventory
- H. Investments and equity securities
- I. Long-lived assets
- J. Current liabilities and contingencies
- K. Long term liabilities: Notes, bonds and leases
- L. Shareholder equity
- M. Complete income statement
- N. The statement of cash flows
- O. Value of money
- P. Quality of earnings cases
- Q. NIKE-SEC Form 10K

X. Laboratory Exercises

None.

XI. Technology Component

- Students use Microsoft Excel for problem solving in the class. The use Word and PowerPoint for exercises and case write-ups and presentations.
- E-mail, bulletin boards, and chat rooms are used for interaction outside the class session. These interactions are within the teams and across all members of the class.
- The instructor is available on-line at regular times during the period between class sessions to answer questions and provide assistance individually and to the entire class electronically.

XII. Special Projects / Activities

The team Financial Statement Analysis assignment is required of all students.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Pratt, Jamie, *Financial Accounting in an Economic Context*, 8th Edition, John Wiley & Sons, 2011.
ISBN 978-0470635292

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Harvard Business Cases (instructor choice), available online from the Harvard Business Publishing. <http://hbsp.harvard.edu/product/cases>.

Course Title: EMBA 1313: Organizational Behavior

Semester Credit Hours: 3 (3, 0)

I. Course Overview

The course focuses on the need for managers and organizations to anticipate, adapt to, and manage change. The course examines three characteristics common to most organizations – behavior, structure, and processes - and how these affect the actions of managers.

II. PMU Competencies and Learning Outcomes

The students study organizational culture and goal setting as specific parts of the course. Their skills in critical thinking, creative thinking and problem solving are enhanced in the area of human behavior. The course focuses on the competencies that managers need and enhances those skills. Through class participation, students have the opportunity to practice and enhance their business communication skills.

III. Detailed Course Description

The course presents the theory, research and practice of the management of people and organizations. By understanding these three dimensions, the manager is better able to understand a situation and respond in a way that adds value to the solution. The course focuses on three common characteristics and builds on those characteristics to present an overall approach to organizations and people. The material is up-to-date and relevant and includes topics such as work stress, evaluation and feedback, work design, leadership, and power and politics. It is a comprehensive view of the work place from the human perspective.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the first year.

V. Required Prerequisites

Enrollment in the PMU Executive MBA program.

VI. Learning Outcomes

- To understand the concept of organizational culture and how it impacts on the work place and relationships.
- To understand motivation and its role in the work force.
- To understand groups, teamwork, and team building.
- To study the fundamentals of leadership and to look at current examples of good and bad leaders in a business setting.
- To understand organizational structure and how it impacts on the work place and on people.
- To study organizational change and how to use change for the betterment of the organization.
- To understand and be able to use procedures and techniques for studying organizations.
- To understand both individual and group behavior and motivation.

VII. Assessment Strategy

A. Examinations (60% of final grade)

There are two exams during the course that may be either case-based or regular exams. These test the student's ability to comprehend the concepts and apply them to real settings.

B. Case Analysis (40% of final grade)

There are 10 case analyses to be presented during the course. These cases are written up and presented for evaluation. The purpose is to have the student apply the concepts of the course to real settings. The cases can be either taken from the text and its accompanying videos or from the Harvard Business School case library.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss their topics. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. The study of organizations
- B. Organizational culture
- C. Globalization
- D. Individual behavior and differences
- E. Motivation
- F. Work stress
- G. Group behavior and teamwork
- H. Conflict and negotiation
- I. Power and politics
- J. Leadership
- K. Organizational structure
- L. Managing communication processes
- M. Organizational change
- N. Ethical Issues and Considerations

X. Laboratory Exercises

None.

XI. Technology Component

The students use the Internet and the supplemental materials from the text to enhance their technological skills. They have the opportunity to use computers to prepare the business communication skills materials for the course.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Gibson, J. L., J. M. Ivancevich, J. H. Donnelly, and R. Konopaske. *Organizations: Behavior, Structure, Processes*, 14th Edition, McGraw Hill, 2011.

ISBN 0078112664

B. Alternative Textbook

Patterson, Kerry, Joseph Grenny, R. McMillan, and Al Switzler, *Crucial Conversations: Tools for Talking When Stakes are High*, 2nd Edition, McGraw Hill, 2012.

ISBN 0071771328

C. Supplemental Harvard Business School Reading and Case Materials

Organizational Culture:	HBS CASE: Southwest Airlines
Globalization:	HBS CASE: Intel in China (#99C007)
Individual Differences:	HBS CASE: Wolfgang Keller (#498045)
Motivation/Job Design:	HBS CASE: Portman Hotel (9-489-104)
Motivation/Rewards:	HBS CASE: Nordstrom (9-191-002)
Group and Teams:	HBS Reading: Managing Your Team (9-494-081)
	HBS CASE: Taran Swan at Nickelodeon Latin America (9-400-036)
Organizational Change:	HBS Reading: Leading Change (R0701J)
	HBS CASE: Peter Browning (9-486-090)
Communication:	HBS Reading: "Conducting an Appraisal Interview"(9-497-058)
	HBS CASE: Rob Parson at Morgan Stanley (9-498-054)
Leadership	HBS CASE: Mount Everest— 1996 (#303061)
Organizational Structure:	HBS CASE: Proctor & Gamble: Global Business Services (#404124)

D. Supplemental Online Materials

None.

Course Title: EMBA 1314: Managerial Economics

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course takes recent advances in economics in the context of the internal structure of organizations. It looks inside the firm and applies economics to management decision making. The course focuses on the organizational architecture of organizations and how economics affects that structure to improve their overall performance.

II. PMU Competencies and Learning Outcomes

The focus on the firms' organizational performance is the main outcome of the course. The students see how a variety of economic approaches and theories can affect that performance. The course focuses on setting optimization goals and achieving them efficiently and effectively within organizations with lessons for managers. Problem solving and creative thinking are enhanced by studying economic concepts and models.

III. Detailed Course Description

The course applies economic theory and quantitative methods to managerial decision making involving the optimal determination of the price-quantity mix of inputs and outputs to reach cost-minimization or profit-maximization objectives. The course also examines transactions and transactional costs within an organization. Basic economic tools of analysis are presented to help managers make decisions that will enhance value. The economics of strategy is introduced as a way of capturing and creating value.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the first year.

V. Required Prerequisites

Enrollment in the PMU Executive MBA program.

VI. Learning Outcomes

- To understand the basic concepts and tools of managerial economics.
- To understand the use of transactions and transactional costs and how to frame them within an organization.
- To understand the various pieces of organizational architecture and the roles they play in the leadership and functioning of the organization.
- To understand the role that economics plays in each of the above areas and how an understanding of economic principles can improve organizational performance.

VII. Assessment Strategy

A. Examinations (70% of final grade)

There are two major exams and several quizzes in the course. These test the comprehension of the basic facts of the course.

B. Case Analysis and Write Ups (30% of final grade)

There are 10 case analyses throughout the course. Each student prepares the analysis of the case in written format to be submitted prior to the discussion of the case in class.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the

session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

A. Overview

1. Understanding behavior
2. Markets, organizations and the role of knowledge

B. Managerial economics

1. Demand
2. Production and cost
3. Market structure
4. Pricing and market power
5. Economics of strategy: creating and capturing value
6. Incentive conflicts and contracts

C. Organizational architecture

1. Decision rights
2. Attracting and retaining employees
3. Incentive compensation
4. Individual and divisional performance evaluation

D. Applications

1. Legal compliance of the organization
2. Vertical integration and outsourcing
3. Leadership: motivating change

X. Laboratory Exercises

None.

XI. Technology Component

The students use the Internet to search for information about companies and their structures. The textbook includes a CD that the students use as an additional source of information.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Brickley, J., C.W. Smith, and J. Zimmerman, *Managerial Economics and Organizational Architecture*, 5th Edition, October 2008.

ISBN-10:0073375829

ISBN-13:9780073375823

- eISBN: 9780077392024

B. Alternative Textbooks

None.

C. Supplemental Print Materials

The text contains a number of mini-cases and exercises that can serve as the 10 cases for analysis throughout the course. Other cases also are available online from the Harvard Business Publishing. <http://hbsp.harvard.edu/product/cases>. .

D. Supplemental Online Materials

None.

C. SECOND SEMESTER SYLLABI

EMBA 2311: Managerial Accounting
EMBA 2312: Marketing Management
EMBA 2313: Quantitative Analysis
EMBA 2314: Managerial Finance

Course Title: EMBA 2311: Managerial Accounting

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course deals with the use of financial and related information by managers and others in the organization to make strategic, operational, and business decisions. It provides a framework for identifying and analyzing decision alternatives, and evaluating managers' performances. Concepts and techniques covered in this course are used by the Board of Directors for measuring the effectiveness of the organization in meeting stated objectives, and are used as managerial tools for continuous improvement and process improvements.

II. PMU Competencies and Learning Outcomes

The managerial accounting course enhances the problem-solving capabilities of the students. It enables them to look at the issues facing organizations from more creative perspectives. The logical structure and content of the course enhance students' critical thinking skills. The use of the various tools and techniques presented in the course helps the students to think logically and increase the ability to use those tools elsewhere in the curriculum. Teamwork is an essential part of the course as are business communication skills in the form of written and oral presentations.

III. Detailed Course Description

Managerial accounting deals with the use of financial and related information by managers and others in the organization to make strategic, operational and business decisions. It provides a framework for identifying and analyzing decision alternatives, and for evaluating managers' performances. It is used by the Board of Directors for measuring the effectiveness of the organization in meeting stated objectives. It is also used as a managerial tool for continuous improvement and process improvements. The course will also address ethical dilemmas faced by the management accountants relating to the short-term and long-term consequences of their measurement and reporting responsibilities.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the first year.

V. Required Prerequisites

Enrollment as a second semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To understand the impact of management accounting on managing in a range of businesses.
- To be prepared to serve as internal business consultants in cross-functional teams.
- To be able to use accounting, economics, information systems, finance, management and marketing principles to make strategic decisions in a global marketplace.
- To use analytical techniques for understanding financial position, operating results, profitability and risk analysis, and resource flows.

VII. Assessment Strategy

A. Examinations (50% of final grade)

There are two major examinations, a mid-term and a final exam. These test the student's comprehension and retention of the key concepts of the course.

B. Homework Assignments (30% of final grade)

There are weekly online homework assignments using the Connect homework tool. These are to be turned in prior to the class in which they are discussed. This ensures adequate preparation on the part of each student.

C. Case Preparation (20% of final grade)

The cases studied in the course have a written set of questions that the students must prepare and submit for grading. The instructor should select two cases from the Harvard Business School case library for discussion throughout the course.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Cost management and the value chain
- B. Product-costing systems
- C. Activity based costing
- D. Process-costing systems
- E. Cost-volume-profit analysis
- F. Absorption and variable costing
- G. Profit planning
- H. Standard costing
- I. Flexible budgeting
- J. Transfer pricing
- K. Decision making- relevant costs
- L. Capital expenditures
- L. Allocation of support and joint costs
- M. Ethical issues and considerations

X. Laboratory Exercises

None.

XI. Technology Component

- Students use Microsoft Excel for problem solving, Word and PowerPoint for exercise and case write-ups and presentations.
- E-mail, and the University's BLACKBOARD system are used for interaction within the teams and across all members of the class. The Connect Homework tool is used for homework submission and grading.
- The text provides a Web-based package for additional learning resources.
- The instructor is available online at specified times between the class sessions to answer questions and provide assistance individually and to the entire class electronically.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

- A. Required Textbook

Hilton, R. W., M. W. Maher, and F. Selto, *Managerial Accounting: Creating value in a dynamic business environment*, 9th Edition, McGraw-Hill, 2011.

ISBN978 0 07 8110917

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

Connect Accounting, McGraw-Hill

<http://connect.mcgraw-hill.com>

Harvard Business Cases (instructor choice) in managerial/cost accounting, available online from available online from the Harvard Business Publishing. <http://hbsp.harvard.edu/product/cases>.

Course Title: EMBA 2312: Marketing Management

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This is the core marketing course in the PMU Executive MBA program. It provides an introduction to the role of marketing in today's organizations. The course covers the history of marketing, consumer buying behavior, market segmentation, and the strategic role and challenges of marketing.

II. PMU Competencies and Learning Outcomes

The course is designed to develop the skills needed in communicating with customers. Critical thinking and problem solving skills are developed in the context of consumer behavior and market research. The ability to use quantitative and technological tools in marketing research is developed. Competencies in using marketing tools and communicating with marketing specialists are highlighted.

III. Detailed Course Description

The course focuses on consumer buying behavior, the strategic role of marketing in organizations, the need for and use of information systems to support marketing efforts, market segmentation, product pricing, distribution and promotion, and marketing mix decisions. The course uses a combination of lecture and case learning styles. Students learn what marketing managers do, with a focus on understanding the use of marketing concepts in all types of businesses. The course stresses the need to integrate marketing into the other functional business areas and how they relate and impact on one another.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the first year.

V. Required Prerequisites

Enrollment as a second semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To develop a useful definition of modern marketing.
- To understand the key marketing concepts and how they relate to an organization.
- To understand and justify decision making in the marketing context.
- To develop an appreciation for the strategic nature of marketing and how it relates to other functional business areas.
- To continue to improve the student's communications capabilities.

VII. Assessment Strategy

A. Examinations (60% of total grade)

There are two exams, midterm and final, that test the student's comprehension of the materials and their ability to integrate the core concepts.

B. Case Preparations (15% of total grade)

There are 10 cases in the course that are prepared and turned in for evaluation.

C. Team Product Management Project (25% of total grade)

The team project described in detail in the section on special projects assesses the ability of the group to act as a product manager and to function as a team.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Understanding marketing management
 1. Defining marketing for the 21st century
 2. Adapting marketing to the new economy
 3. Building customer satisfaction, value and retention
- B. Analyzing marketing opportunities
 1. Winning markets, through strategic planning, implementation, and control
 2. Understanding markets, market demand, and the marketing environment
 3. Analyzing consumer markets and buyer behavior
 4. Dealing with the corporation
 5. Identifying market segments and selecting target markets
- C. Making marketing decisions
 1. Developing, positioning and differentiating products
 2. Setting product and brand strategy
 3. Designing and managing services
 4. Designing pricing strategies and programs
- D. Managing and delivering marketing programs
 1. Designing and managing value networks and marketing channels
 2. Managing retailing, wholesaling and market logistics
 3. Designing and managing integrated marketing communications
 4. Managing the sales force

X. Laboratory Exercises

None.

XI. Technology Component

The students make extensive use of the Internet and electronic library resources to research information on companies and their market strategies. The students use technology for effective business communication in the written and oral presentations.

XII. Special Projects / Activities

Each team prepares a comprehensive marketing communications strategy for a good or service. It must be a real good or service and it could be one of the organizations represented on the team. The purpose of the project is that the team creates a communications strategy for that good or service. The strategy must take into account key topics from the course and it must be comprehensive enough to involve a variety of approaches and media. The project is graded on its creativity as well as how well it sends its message across potential buyers of that good or service.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Kotler, P., K.L. Keller, and M.B. Wood, *Framework for Marketing Management*, 5th Edition, Prentice Hall, March 2011.
ISBN978-0132539302

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Ten Marketing Cases from the Harvard Business Publishing: <http://hbsp.harvard.edu/product/cases>

D. Supplemental Online Materials

None.

Course Title: EMBA 2313: Quantitative Analysis

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course introduces the use of quantitative methods in business decision making. It focuses on the application of statistics and other quantitative analysis tools to business with emphasis on manufacturing, finance, and marketing.

II. PMU Competencies and Learning Outcomes

The course develops and enhances the problem solving capabilities of the students through the use of quantitative methods. The use of these methods and models enhances the critical thinking and creative thinking capabilities of the students. The use of spreadsheet programs and statistical programs enhances the student's quantitative skills as well as their computer skills.

III. Detailed Course Description

This course introduces the use of quantitative methods in business decision making. It discusses the use of statistical techniques in general and in the area of decision analysis. The topics of sampling and statistical inference are presented along with regression and time series. Basic linear programming is introduced as well as simulation. The focus of the course is on the understanding of the techniques and how to use and interpret the results of the analysis.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the first year.

V. Required Prerequisites

Enrollment as a second semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To understand the use of quantitative methods in business decision making.
- To be an intelligent user of quantitative analysis techniques.
- To understand which techniques are appropriate in different settings.
- To be able to interpret the results of the techniques and to use those techniques effectively.
- To achieve a working knowledge of approaches to quantitative decision making.

VII. Assessment Strategy

A. Homework/Quizzes (20% of total grade)

Four assignments are given over the course.

B. Examinations (60% of total grade)

Two exams — mid-term and final.

C. Cases (20% of total grade)

Write-up and analysis of six cases.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15 week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Introduction to quantitative analysis
- B. Probability concepts and applications
- C. Decision analysis
- D. Regression Models
- E. Forecasting
- F. Simulation
- G. Linear programming models and techniques
- H. Transportation and assignment models
- I. Project management
- J. Statistical quality control

X. Laboratory Exercises

None.

XI. Technology Component

This course relies on the use of microcomputers and associated software as the tools for dealing with these complex decision making problems. The software provides the tool so that the student can focus on the use of the tool and the interpretation of the results.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Render, Barry, Ralph M. Stair, and Michael E. Hanna, ***Quantitative Analysis for Management, 11th Edition***, Prentice Hall, 2012.
ISBN 0132149117

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Six cases selected from the Harvard Business School Publishing Case library and other cases in the areas of:

- decision analysis
- sampling
- simulation
- forecasting
- linear optimization
- regression

D. Supplemental Online Materials

None.

Course Title:

EMBA 2314: Managerial Finance

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course presents the theory and practice of corporate finance. The course focuses on the application of the concepts to real world problems through rigorous and practical problems. The topics of discounted cash flows and capital asset pricing models are presented along with the standard topics of present value, risk and return, capital budgeting, EVA, and market efficiency.

II. PMU Competencies and Learning Outcomes

The students are exposed to critical thinking through the various models and techniques used in financial analysis. The ability to provide correct data for a model improves their creative thinking skills. The students work in teams and improve that competency. The students use the Internet and the supplemental materials with the text to improve their computer skills.

III. Detailed Course Description

This is a rigorous and applied introduction to the area of financial management for organizations. It is a comprehensive introduction that also includes many practical examples which enhances the learning of the students. Capital budgeting receives special attention as do options. Cost of capital, discounted cash flow, capital asset pricing, risk and return, and an overview of financial decisions are also part of this course.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the first year.

V. Required Prerequisites

Enrollment as a second semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To understand value from a financial perspective.
- To understand present value and future value and the calculation of those values in a variety of settings.
- To understand the role of net present value in investment decisions.
- To understand the role of risk in financial analysis.
- To understand market efficiency and the role that it plays in financial decision making.
- To be able to comprehend the broad nature of corporate financing.
- To understand the impact of debt on the firm's capital structure.

VII. Assessment Strategy

A. Examinations (80% of total grade)

There are three examinations in the course. These test the student's comprehension of the topics.

B. Homework Assignments (10% of final grade)

There are weekly homework assignments based on the textbook. These are to be turned in prior to the class in which they are discussed. This ensures adequate preparation on the part of each student.

C. Case Write Ups (10% of total grade)

There are several cases prepared for evaluation. Due to the nature of such analysis, two comprehensive case analyses are recommended as a team project.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Present value and the opportunity cost of capital
- B. How to calculate present values
- C. The value of common stocks
- D. Net present value and investment decisions
- E. Risk and return
- F. Capital budgeting and risk
- G. Practical problems in capital budgeting
- H. An overview of corporate financing
- I. How much should a firm borrow?
- J. Financing and valuation
- K. Understanding options
- L. Valuing options
- M. Valuing debt
- N. Managing risk
- O. Ethical issues and considerations

X. Laboratory Exercises

None.

XI. Technology Component

The students use computers and calculators extensively in this course as part of the problem solving. Also they use the supplemental materials from the text including the Internet as additional resource information.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Brealey, R. A., S. C. Myers, and F. Allen, *Principles of Corporate Finance*, 10th Edition, McGraw Hill, 2011.

ISBN 0073530735

B. Alternative Textbook

Ross, S.A, R.W. Westerfield, and J. Jaffe, *Corporate Finance*, 9th Edition, McGraw-Hill.

ISBN 0073382337

C. Supplemental Print Materials

There are supplemental materials as part of the text.

D. Supplemental Online Materials

None.

D. THIRD SEMESTER SYLLABI

EMBA 3311: E-Commerce

EMBA 3312: Operations Management

EMBA 3313: Management Information Systems

EMBA 3314: International Business

Course Title: EMBA 3311: E-Commerce**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course focuses on how electronic commerce and the digital marketplace are impacting and will continue to impact businesses. The main emphasis is on the strategic role of electronic commerce and how businesses can use electronic commerce to create a competitive advantage. This course also covers business models, social networks, and technology infrastructure.

II. PMU Competencies and Learning Outcomes

Students develop an understanding of strategy and technology and how they come together to support these developments. There are frequent opportunities to improve their business communication and computer skills.

III. Detailed Course Description

This course develops the student's understanding of electronic commerce and why it is important to organizations. It begins with an overview of the basics of electronic commerce in today's business environment. It also focuses on business models and business strategies for implementing and using electronic commerce to enhance the business. Various dimensions of measuring the impact of such strategies are discussed as is the convergence of several media to form a digital marketplace.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the second year.

V. Required Prerequisites

Enrollment as a third semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To understand how electronic commerce has evolved and how that evolution will likely influence future trends.
- To understand how electronic commerce can be used in a strategic way for the organization to create competitive advantage.
- To understand the various technologies needed to effectively implement an e-commerce strategy.
- To study successes and failure in past e-commerce efforts and learn lessons for future implementations.

VII. Assessment Strategy**A. Examinations (65% of total grade)**

Two examinations cover the fundamental concepts of the course.

B. Case Write-Ups (35% of total grade)

Students are assigned eight cases focusing on electronic commerce for analysis throughout the course. The cases are analyzed and the student's write-up is presented to the class for evaluation.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discus-

sion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Overview of electronic commerce
- B. E-marketplaces: Mechanisms, tools, and impacts of e-commerce
- C. Retailing in electronic commerce: Products and services
- D. Online consumer behavior, market research, and advertising
- E. B2B e-commerce
- F. Innovative e-commerce systems: From e-government and e-learning to C2C e-commerce and collaborative commerce
- G. The Web 2.0 environment and social networks
- H. Mobile computing and commerce
- I. E-commerce security and fraud protection
- J. Electronic payment systems, order fulfillment, and other services
- K. E-commerce strategy and implementation: Justification, globalization, SMEs, and regulatory and ethical issues

X. Laboratory Exercises

None.

XI. Technology Component

The students use the Internet to research and study the approaches of various companies for using electronic commerce. This provides the opportunity to increase competencies in the computer-based technologies.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

___ Turban, Efraim, David King, and Judy Lang, Introduction to E-Commerce, 3rd Edition, Prentice Hall, 2011.
ISBN 0136109233

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Eight cases from the Harvard Business School Publishing Case library on electronic commerce.

D. Supplemental Online Materials

None.

Course Title: EMBA 3312: Operations Management**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course provides the general manager with the foundation for dealing with operations issues within an organization. Operations are viewed as a source of competitive advantage for the organization, and this course looks at ways of identifying and implementing operational improvements. This course examines the role of the supply chain and its management.

II. PMU Competencies and Learning Outcomes

The course improves the problem solving and creative thinking capabilities of students. Students have the opportunity to work in a team environment and to make individual and group presentations, which help to improve the business communication skills. Goal setting and shared leadership are discussed in a manner that prompts students to apply lessons learned to their own business practices and careers.

III. Detailed Course Description

The course is based on the premise that operations are a source of competitive advantage for the organization. Students learn to identify and implement operating improvements that affect the organization's performance. The course will look at different types of processes including goods and services, as well as manufacturing processes. It studies the firm's supply chain from the perspectives of managing the flows of materials, information, and finances. It looks at the supply chain from the perspective of suppliers, distributors, customers, and constituencies and concerns internal to the organization.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the second year.

V. Required Prerequisites

Enrollment as a third semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To understand the role of operations in the strategic direction of the company.
- To understand the role of operations as a source of competitive advantage.
- To be able to apply process analysis and design in an operating environment.
- To understand the role of the supply chain in organizations.
- To understand the tools and techniques that assist managers to identify opportunities for improvement in operations and supply chain.

VII. Assessment Strategy**A. Examinations (70% of total grade)**

Two examinations assess the ability of the student to retain and use the content of the course.

B. Case Analysis and Write Up (30% of total grade)

Students are asked to analyze 10 cases over the course. Each student presents the written analysis of cases for grading.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discus-

sion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Using operations to compete
- B. Project management
- C. Process strategy
- D. Process analysis
- E. Quality and performance
- F. Capacity planning
- G. Constraint management
- H. Lean systems
- I. Supply chain inventory management
- J. Supply chain design
- K. Supply chain location decisions
- L. Supply chain integration
- M. Supply chain sustainability and humanitarian logistics
- N. Forecasting
- O. Operations planning and scheduling
- P. Resource planning

X. Laboratory Exercises

None.

XI. Technology Component

The textbook for this course comes with a DVD and an online content access card that contain extensive tools, video, and activities. These include problem solving software, simulation software and exercises, and links to trial versions of other software such as project management applications. A companion Web site enhances the course over the Internet.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Krajewski, L. J., L. P. Ritzman, and M. K. Malhotra, *Operations Management: Processes and Supply Chains with MyOMLab: Global Edition*, 10th Edition, Pearson, 2012.
ISBN 0273766945

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Ten cases from the Harvard Business School Publishing Case library on Operations Management issues.

D. Supplemental Online Materials

None

Course Title: EMBA 3313: Management Information Systems

Semester Credit Hours: 3 (3, 0)

I. Course Overview

This course provides the insights and knowledge that managers need in order to deal with information system decisions in the business environment. How to use technologies in new and innovative way in today's business organizations is a key part of this course. The understanding of the core concepts of management information systems is the goal of this course.

II. PMU Competencies and Learning Outcomes

This course provides students with an opportunity to work together in teams to evaluate information technology and to discover the best ways to bring that technology to bear on business issues. The problem solving and creative thinking aspects of the manager are discussed and enhanced throughout this course. Students have the opportunity for written and oral presentations. They experience the impact of organizational structure on information systems and the impact of the systems of various structures.

III. Detailed Course Description

This course provides managers with an understanding of the core concepts in managing information systems. The basics of managing information systems are covered along with the key areas of systems analysis and database management. The course focuses on project management and outsourcing issues as they relate particularly to information systems within organizations. Determination of the functional requirements for a business system is discussed along with the implementation issues for such systems.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the second year.

V. Required Prerequisites

Enrollment as a third semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- Describe the role of information technologies in an organization and how those technologies are and can be used.
- Determine the functional requirement of an information system.
- Determine which information systems an organization needs to improve its business processes.
- Evaluate the implementation strategy for information systems.
- Manage an information technology project.
- Deal effectively with vendors.
- Be able to articulate a strategy for information technology to support an organization.

VII. Assessment Strategy

A. Examinations (70% of the total grade)

Two written examinations cover the student's understanding of the basic concepts of information systems and their impact on organizations.

B. Case Write-ups and Discussion (30% of the total grade)

There are four cases assigned during the course. Each student is to prepare a written analysis of each case and present it for evaluation prior to the discussion of the case in class.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. The Information Systems Strategy Triangle
- B. Strategic use of information resources
- C. Organizational impact of information systems use
- D. Information technology and the design of work
- E. Information technology and changing business processes
- F. Architecture and infrastructure
- G. Information systems sourcing
- H. Governance of the information systems organization
- I. Using information ethically
- J. Funding IT
- K. Project management
- L. Managing business knowledge

X. Laboratory Exercises

None.

XI. Technology Component

The technology component is both implicit and explicit in this course. The students are exposed to the management issues surrounding technology in organizations. The main focus will be strategic but the uses of the technology within an organization will always be in front of the class. In addition the students use technology to support their learning in the course through word processing and the use of the Internet.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Pearlson, K. E., and C. S. Saunders, *Managing and Using Information Systems: A Strategic Approach*, 4th Edition, Wiley, 2010.
ISBN: 0471346446

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Four cases from the Harvard Business School Publishing case library on the management of information systems. There are twenty four cases also available from the textbook.

D. Supplemental Online Materials

None.

Course Title: EMBA 3314: International Business**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course examines doing business globally. While doing business worldwide generates additional opportunities, it also complicates the choices that organizations must make. The course focuses on the most fundamental social, legal, economic, political, and technological conditions affecting firms in the global arena.

II. PMU Competencies and Learning Outcomes

Each student in the course learns about organizational culture and global awareness. The study of business settings in the global economy introduces the student to a wide range of business scenarios. The student sees businesses from an international perspective and as such reinforces economic concepts and theories.. Students have the opportunity for written and oral communications.

III. Detailed Course Description

The course presents different frameworks for understanding the world through its various social, legal, economic, political, and technological conditions. The students have a number of ways for thinking about these fundamental aspects and how they affect an organization's ability to conduct business internationally. The course also encourages the student to develop a mindset that questions traditional assumptions. The main focus of the course is how individuals, firms, industries, sectors, organizations, and countries are connected to one another and how those connections affect business. The course also focuses on the constantly changing relationships among these entities.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the first semester of the second year.

V. Required Prerequisites

Enrollment as a third semester student in the two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To develop an understanding of the global economy and the idea of borderless markets.
- To promote an understanding of the fundamental forces that impact on international business.
- To generate an awareness of other cultures, languages, religions, population, and social structures and how they impact on doing business overseas.
- To study a number of different economic, political, and technological environments a firm faces in an international business setting.
- To be better prepared to do business internationally and to deal with foreign business representatives doing business here.

VII. Assessment Strategy**A. Examination (35% of final grade)**

A comprehensive final exam at the end of the course stresses the student's ability to integrate the concepts of the course.

B. Course Paper (35% of final grade)

Each student prepares a paper that applies the concepts of the course to a particular country. The

paper analyzes the opportunities for business in that environment and looks at the various social, legal, economic, political, and technological conditions that may help or hinder such an effort. The paper can be envisioned as a guide book for an organization looking to do business internationally. The exercise draws upon all aspects of the course.

C. Case Analysis (30% of final grade)

There are 10 case write-ups due for this course. They are graded and contribute to the final grade in the course.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of each session. It is expected that a student will present comments and questions and be part of each class discussion.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Globalization
- B. National differences in political economy
- C. Differences in culture
- D. International trade theory
- E. Foreign direct investment
- F. Regional economic integration
- G. The foreign exchange market
- H. The strategy of international business
- I. Entry strategy and strategic alliances
- J. Exporting, importing and counter trade
- K. Global manufacturing and materials management
- L. Global marketing
- M. Financial management

X. Laboratory Exercises

None.

XI. Technology Component

Students enhance their computer skills through the use of supplemental materials associated with the text. The use of the Internet to gather information about the global economy plays a key role in the course. The students have the opportunity to use technology to enhance the required oral and written presentations.

XII. Special Projects / Activities

Each student researches and writes a paper dealing with the aspects of doing business in another country. The student applies the materials and concepts from the course to the chosen target. This is a comprehensive project that investigates the social, legal, economic, political, and technological conditions of international business and brings them together in the form of a document that can provide the basic information necessary for an international venture. The paper is about 25 pages long and is developed over the entire course. It is not to be viewed as an assignment that is done only at the end of the program. Students are encouraged to bring their experiences to bear on this project.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Hill, C. W. L., *International Business: Competing in the Global Marketplace*, 8th Edition: Irwin / McGraw Hill, 2010.
ISBN 9780078137198

B. Alternative Textbooks

None.

C. Supplemental Print Materials

The text comes with a student resource CD and a pass code card which provides access to a range of supplemental materials. The cases assigned for student preparation are part of the text and the supplemental materials.

D. Supplemental Online Materials

None.

. **FOURTH SEMESTER SYLLABI**

EMBA 4311: Legal Environment of Business

EMBA 4312: Strategic Management

EMBA 4313: Project

EMBA 4314: Investment and Portfolio Management

Course Title: EMBA 4311: Legal Environment of Business**Semester Credit Hours:** 3 (3, 0)**I. Course Overview**

This course provides a managerial focus to the key legal concepts that affect the operations of today's businesses. The legal concepts are discussed and presented as they apply to the various functional business areas. Particular attention is given to international business issues and the regulatory environment.

II. PMU Competencies and Learning Outcomes

Students improve their professional competencies through the course's focus on the legal issues within the functional business areas. They draw upon creative thinking and problem solving skills. The course also enhances skills relating to the interpersonal relationships through course discussions.

III. Detailed Course Description

This course provides a comprehensive overview of the legal issues facing today's organizations. The approach takes a managerial focus and puts the legal issues into the context of the functional business areas. The course begins with an overview of the legal and regulatory environment. Emphasis is placed on international business issues, ethical considerations, and the regulatory environment. Human resource issues are also covered as are aspects of securities and financial transactions. Extensive use is made of cases as a mechanism to discuss actual situations and to promote interactive learning among the students.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the second year.

V. Required Prerequisites

Enrollment as a fourth semester student in the two-year Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To develop an understanding of the legal and regulatory environment in business.
- To develop a strategic and managerial view of the legal aspects of today's businesses.
- To gain an understanding of the impact of the legal and regulatory environment of business.
- To develop the ability to analyze the critical legal considerations which managers face.

VII. Assessment Strategy**A. Examinations (60% of total grade)**

Two examinations, one at mid-term and one at the end of the course, cover the major concepts of the course and test the student's understanding of those concepts.

B. Case Write-ups (40% of total grade)

Eight cases are assigned from the text for analysis. These analyses are submitted to the instructor for evaluation.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Foundations of the legal and regulatory environment
 - 1. Law, value creation, and risk management
 - 2. Ethics and the law
 - 3. Instances for resolutions
 - 4. Elements for business regulations
- B. The legal environment
 - 1. Contracts, sales, licensing, and e-commerce
 - 2. Torts and privacy protection
 - 3. Product liability
 - 4. Intellectual property
- C. Human resources
- D. The regulatory environment
 - 1. Criminal
 - 2. Environmental
 - 3. Antitrust
 - 4. Consumer
- E. Corporate governance, ownership and control
 - 1. Forms of business organizations
 - 2. Directors, officers, and controlling shareholders
- F. Securities and financial transactions
 - 1. Public vs. private
 - 2. Securities fraud and inside trading
 - 3. Debtor-creditor relations and bankruptcy
- G. International business
 - 1. International law and transactions

X. Laboratory Exercises

None.

XI. Technology Component

None.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids**A. Required Textbook**

Bagley, C., and D. Savage, *Managers and the Legal Environment: Strategies for the 21st Century*, 6th Edition, South-Western Publishing, February 2009.
ISBN 978-0324582048

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

Course Title: EMBA 4312: Strategic Management**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

This course addresses the ways in which firms use their resources to pursue goals and adapt to the environment. Resources may be technological or managerial know-how, employees, capital, or others. Elements of the environment include but are not limited to competition, customers, economic, political, or sociological conditions, and global and domestic markets. The CEO and top management team set the objectives of the firm together with its stakeholders, and formulate and implement strategies to achieve competitive advantages. Strategic Management is about setting priorities for the firm and then charting a course to achieve those priorities. Consequently, this class is integrative in nature, using the skills developed in other courses such as accounting, marketing, finance, and information systems.

II. PMU Competencies and Learning Outcomes

The course enhances the problem solving, critical thinking, and creative thinking skills of students. It addresses shared leadership and goal setting in the context of the organization and its long term goals. The students have the opportunity for business communications skills improvement through written and oral presentation assignments.

III. Detailed Course Description

The focus of this course is on corporate level and business-unit level strategy formulation and implementation from a top-level management perspective. It requires the application of the knowledge and techniques learned in the earlier courses in an integrated fashion. The basic theme of the course is the concept of strategy, which encompasses the relationship between a business enterprise and its environment. The topics to be covered include industry analysis, internal analysis, achieving and maintaining different types of competitive advantage, and management of the diversified corporation.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the second year.

V. Required Prerequisites

Enrollment as a fourth semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- Demonstrate an understanding of how to analyze the internal and external forces impacting on a firm.
- Demonstrate an ability to synthesize and integrate the diverse functional areas of a firm.
- Demonstrate an understanding of competitive advantage and how a firm can create and use it.
- Demonstrate the influence of global competitive on firm strategy and performance.
- Demonstrate an appreciation for the need for, and significance, of strategic leadership.
- Demonstrate and the ability to think in terms of corporate strategy as well as business unit strategy.
- Demonstrate an understanding of the various models for strategy within a firm and how those models are used.

VII. Assessment Strategy

A. Examinations (65% of total grade)

There are two exams – a midterm and a final. The exams draw from the reading materials and the class discussions and test the student's comprehension of key facts.

B. Case Analysis (35% of total grade)

Students analyze a series of cases throughout the course. This analysis tests the student's ability to apply the concepts of the course to business settings. The write-ups for these cases are more demanding than those in previous courses due to the nature of the topic and their integrative aspects.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15-week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Strategic management
- B. Strategic leadership
- C. External environment
- D. Internal environment
- E. Business unit strategy
- F. Competitive dynamics
- G. Corporate level strategy
- H. Mergers and acquisitions
- I. International strategy
- J. Cooperative strategy
- K. Corporate governance

X. Laboratory Exercises

None.

XI. Technology Component

Students use computer systems to prepare case write-ups and presentations. The Internet provides a valuable resource of data needed to research the various case companies.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

De Kluyver, C.A., and J.A. Pearce, *Strategy: A View from the Top*, 4th Edition, Upper Saddle River, NJ: Prentice Hall, 2012.
ISBN 978-0132145626

Hoskisson, R. E., M. A. Hitt, and R.D. Ireland, *Competing for Advantage*, South-Western Publishing, 2007.
ISBN 978-0324316667

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Eight cases from the Harvard case library on strategy and strategic management.

D. Supplemental Online Materials

None.

Course Title: EMBA 4313: Project**Semester Credit Hours: 3 (3, 0)****I. Course Overview**

The project gives students in the PMU Executive MBA program the opportunity to apply key concepts of the curriculum to an issue or a problem facing their organization. The student identifies an issue or a problem and proposes an approach or solution to that issue or problem that makes use of the content of the Executive MBA program. The culmination is a written report and an oral presentation.

II. PMU Competencies and Learning Outcomes

The project brings together all of the content and competencies of the Executive MBA program. Students use critical thinking, creative thinking, and problem solving capabilities in the definition, approach, and recommendations to the situation.

III. Detailed Course Description

Each student identifies an issue or problem he or she is faced with in their organization. The project should start as early as the end of the first semester of the first year and be completed and submitted for evaluation in the last semester of the Executive MBA program. At the end of the first semester of the Executive MBA program each student prepares a description of the topic and receives approval from the management of the organization. The student then prepares a proposal outlining the major tasks and approaches to the issue and submits the proposal to the director(s) of the Executive MBA program. This submission is made by the end of the first year of the Executive MBA program. The students should spend the summer and the fall of the second year working on the project. The content of the report and presentation must clearly show the approach taken and how the content of the Executive MBA program impacted the issue. The culmination of the project is a written report submitted to the Executive MBA program and to the company management for evaluation. The final report, a written document of 20 to 30 pages, is due at the mid-point of the fourth semester. The report includes an oral presentation of the results.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the second year.

V. Required Prerequisites

Enrollment as a fourth semester student in the two-year Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- To be able to identify an issue or problem of major importance to the organization.

- To develop a creative approach to the structuring and approach to the issue or problem.
- To integrate all of the major areas of the curriculum.
- To write a persuasive document presenting the conclusions of the work.
- To apply problem solving skills to a real issue or problem facing the student's organization.
- To translate the theory of the curriculum into practical application.
- To present the analysis in a compelling way and to keep the reader's attention.

VII. Assessment Strategy

A. Written Report (70% of total grade)

The written report, limited to 30 pages, is graded for the definition of the issue or problem, the approach to the issue or problem, the analysis, and the recommended solution(s). This grading focuses on the content of the report. The style and readability issues are evaluated in the business communication course.

B. Oral Presentation (30% of total grade)

The focus of the evaluation of the oral presentation is on the content of the presentation, not on the style. The style issues are evaluated in the business communication course. The clarity of the presentation in terms of the problem definition, approaches and recommended solutions are the main evaluation points.

VIII. Course Format

The course does not meet as a regularly scheduled course. Rather it draws its inputs from the content of the core courses and the work experiences of the students. The student is expected to be working on the project for three of the semesters in the program and doing significant work during the summer between the semesters.

Class Meetings: This course is an independent study project. There are no regular class meetings.

IX. Topics to Be Covered

- Project topic
- Project proposal
- Written report
- Oral presentation

X. Laboratory Exercises

None.

XI. Technology Component

The use of technology for preparing the written and oral presentations. The use of the Internet to research the issues.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Pinault, Lewis, *Consulting Demons - Inside the Unscrupulous World of Global Corporate Consulting*, Harper Business Publishers, Dec. 2001.
ISBN 9780066619989

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

Course Title: EMBA 4314: Investment and Portfolio Management

Semester Credit Hours: 3 (3, 0)

I. Course Overview

The course presents the principles and techniques of investment analysis for the evaluation of securities. It covers financial markets and how securities are traded. Risk, return and fundamental economic principles are explored in the context of investments and investor behavior.

II. PMU Competencies and Learning Outcomes

Students use computers and computer software extensively in this course. Spreadsheets are used to perform most of the required calculations. The Internet is a source of current information on investments and portfolios.

III. Detailed Course Description

The course begins with an overview of the fundamental economic principles of investments and investment behavior. That is followed by an overview of portfolio theory with particular emphasis on handling of risk. With this as a basis, various types of financial markets and securities are presented, discussed and evaluated. The course is a balance between mathematical theory and common techniques for managing investments, risks, and portfolios. The students are expected to read the *Wall Street Journal* regularly to stay abreast of current conditions in financial markets.

IV. Requirements Fulfilled

This course is required of all Executive MBA students. In a two-year program, it is taken during the second semester of the second year.

V. Required Prerequisites

Enrollment as a fourth semester student in a two-year PMU Executive MBA degree program (or equivalent in a two-and-one-half, three-, or four-year program).

VI. Learning Outcomes

- A. To understand the fundamental economic principles of investments and investor behavior.
- B. To understand and utilize the terminology of the investment industry.
- C. To understand the various financial markets and how securities are traded.
- D. To understand risk and return and how they affect investments and portfolios.
- E. To understand the Capital Assets Pricing Model and the valuation of common stocks.
- F. To be able to evaluate investment approaches.
- G. To understand Markowitz portfolio theory and its applications.

VII. Assessment Strategy

A. Examinations (65% of total grade)

There are two exams – a mid-term and a final. The exams draw from the reading materials and the class discussions and test the student's comprehension of key facts.

B. Case Analysis (35% of total grade)

Students analyze a series of cases throughout the course. This analysis tests the student's ability to apply the concepts of the course to business settings. These analyses are presented in writing to the instructor for grading.

VIII. Course Format

Students are expected to attend all sessions of this course and be prepared to discuss the topic of the session. It is expected that each student will present comments and questions and be part of the discussion in each session.

Class Meetings: In the two-year degree plan, classes meet three weeks every month over a 15 week period. The two-and-one-half, three-, and four-year degree plans adjust class schedules accordingly.

IX. Topics to Be Covered

- A. Investments
- B. Financial instruments
- C. Trading securities
- D. Portfolio theory
- E. Risk and return
- F. The Capital Assets Pricing Model
- G. Market efficiency
- H. Bonds and bond portfolios
- I. Equity valuation models
- J. Financial statement analysis
- K. Options, futures and other derivatives
- L. Portfolio management
- M. International diversification

X. Laboratory Exercises

None.

XI. Technology Component

The students use computer technology for analysis and as a source of information. The computer use involves spreadsheets and the Internet.

XII. Special Projects / Activities

None.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Bodie, Z., Kane, A., Marcus, A.J. *Investments*, 6th Edition, McGraw-Hill, 2004
ISBN: 007293414X

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Wall Street Journal

D. Supplemental Online Materials

None.

XII. APPENDICES

Appendix A: Electronic Sources for Publications and Databases

Appendix B: Class Schedules for Programs of Different Length

Appendix A

ELECTRONIC SOURCES FOR PUBLICATIONS AND DATABASES

The following lists of sources are indicative of the business information that is available electronically.

Selection was made by the Chair of the Department of Business Administration, faculty of the Executive MBA program, and the Director of Research Development and Continuing Education, working together with the staff of the PMU Learning Resources Center.

PUBLICATIONS DATABASES	
Source	Name of Database
EBSCO Publishing	Business Source Premier
Proquest	ABI/Inform Global
Lexis-Nexis	Lexis-Nexis Academic
Mergent	Mergent Online
Wilson	Wilson Business Abstracts
OCLC	First Search

SOURCES OF DATA	
Source	Name of Database
Mergent	Mergent Online
Gale Group	Investext Plus
RDS	TableBase
SEC	EDGAR
OECD	OECD

Appendix B

CLASS SCHEDULES FOR PROGRAMS OF DIFFERENT LENGTH

Two-Year Program

Week	Semesters 1, 2, 3 (4 Courses)	Semester 4 (3 Courses)
1	1 Day Residency 1 Day of Classes	1 Day Residency 1 Day of Classes
2	2 Days of Classes	2 Days of Classes
3	2 Days of Classes	2 Days of Classes
4		
5	2 Days of Classes	2 Days of Classes
6	2 Days of Classes	
7	2 Days of Classes	2 Days of Classes
8		
9	2 Days of Classes	2 Days of Classes
10	2 Days of Classes	
11	2 Days of Classes	2 Days of Classes
12		
13	2 Days of Classes	2 Days of Classes
14	2 Days of Classes	
15	2 Days of Classes	2 Days of Classes
Total	1 Day Residency 23 Days of Classes	1 Day Residency 17 Days of Classes

One day = 8 hours

Two-and-One-Half Year Program

Week	All Semesters (1-5) (3 Courses)
1	1 Day Residency 1 Day of Classes
2	2 Days of Classes
3	2 Days of Classes
4	
5	2 Days of Classes
6	
7	2 Days of Classes
8	
9	2 Days of Classes
10	
11	2 Days of Classes
12	
13	2 Days of Classes
14	
15	2 Days of Classes
Total	1 Day Residency 17 Days of Classes

One day = 8 hours

Three-Year Program

Week	Semesters 1, 3, 5 (3 Courses)	Semesters 2, 4, 6 (2 Courses)
1	1 Day Residency 1 Day of Classes	1 Day Residency 1 Day* of Classes
2	2 Days of Classes	
3	2 Days of Classes	2 Days of Classes
4		
5	2 Days of Classes	2 Days of Classes
6		
7	2 Days of Classes	2 Days of Classes
8		
9	2 Days of Classes	2 Days of Classes
10		
11	2 Days of Classes	2 Days of Classes
12		
13	2 Days of Classes	2 Days of Classes
14		
15	2 Days of Classes	2 Days of Classes
Total	1 Day Residency 17 Days of Classes	1 Day Residency 15 Days of Classes

Semesters 1, 3, 5: One day = 8 hours

Semester 2, 4, 6: One day = 6 hours

Four-Year Program

Week	Semesters 1 - 7 (2 Courses)	Semester 8 (3 Courses)
1	1 Day Residency 1 Day of Classes	1 Day Residency ½ Day of Classes
2		
3	2 Days of Classes	1 Day of Classes
4		
5	2 Days of Classes	1 Day of Classes
6		
7	2 Days of Classes	1 Day of Classes
8		
9	2 Days of Classes	1 Day of Classes
10		
11	2 Days of Classes	1 Day of Classes
12		
13	2 Days of Classes	1 Day of Classes
14		
15	2 Days of Classes	1 Day of Classes
Total	1 Day Residency 15 Days of Classes	1 Day Residency 7 ½ Days of Classes

One day = 6 hours