

PMU IN BRIEF

Making History... Building Leaders ...

pmu.edu.sa



جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

PMU

PMU IN BRIEF

Table of Contents

PMU Vision and Mission	1
PMU Defining Characteristics	1
Location and Organization	1
Students	3
Learning Distinctions	4
IT Infrastructure	4
Faculty Characteristics	6
Academic Programs	7
Admissions Criteria and Process	9
Learning Outcomes and Competencies	12
Preparatory Program	12
Academic Core Curriculum	13
Academic Degree Majors	14
Academic Accreditation	15
Enrollment Profile	16
University Services	21
University Affiliations	25
Student Services	26
PMU Organization	27



PMU VISION AND MISSION

The continuing rapid development of Saudi Arabia and the growth of various new sectors of the Kingdom's economy call for a substantial number of graduates capable of leadership in diverse fields of business, engineering, information technology, culture, education, community development and public administration. New universities will be among the potential contributors to ensuring that the Kingdom has the necessary manpower with the appropriate competencies (skills, knowledge, attitude), technical knowledge and foresight to rise to the challenges ahead.

Prince Mohammad Bin Fahd University (PMU) is a new private university located in Al-Khobar area in the Eastern Province of Saudi Arabia. The initiative to establish the University has been taken by a group of renowned individuals under the auspices of HRH Prince Mohammad Bin Fahd Bin Abdulaziz.

UNIVERSITY VISION

The vision of the founders for the university is to be a unique and distinguished higher education institution that participates in:

- Preparing future leaders in various fields of human knowledge and its application.
- Enriching and developing intelligence.
- Exploring innovative methodologies and technologies to achieve its objectives.
- Breaking the barrier between academic and business society.

UNIVERSITY MISSION

The university mission is to achieve the following objectives:

- Contribute to the advancement of human intelligence and promulgation and development of knowledge.
- Prepare specialized candidates in various fields of human knowledge through utilizing modern technologies in the education process.
- Transform the graduate to play a pioneering and leading role in the community, enabling him or her to take responsibilities and contribute to solving problems through innovative thinking, collective work, reflection and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This is undertaken by maintaining effective participation and cooperation between the University and local business firms.
- Guide research activities to create solutions for persistent problems in surrounding communities, through applied research and technical consultation. The importance of performing basic scientific research for enriching human intelligence should not be neglected.
- Provide community service through continuous training and education.

DEFINING CHARACTERISTICS

LOCATION AND ORGANIZATION

Location: PMU is located on Half Moon Bay Road in a developing area near the coast at Al-Khobar. The university's location in the Eastern Province is particularly appropriate to serving the business, industrial and community needs of the KSA. The Dammam-Dhahran-Al-Khobar triangle has undergone a dramatic transformation in recent years, developing into a booming industrial region with commercial centers in Al-Khobar and Dammam. The PMU location is just 100 Km away from the Jubail Industrial City, one of the new industrial cities recently built in the Kingdom.

Facilities: The university campus has been designed with care to provide facilities for a

full range of academic and student services in a manner that recognizes and maintains the cultural and religious values of the Kingdom. In translating the PMU vision and mission into physical reality, the university's architects have successfully created a university with a distinct and outstanding architectural image. The university design includes buildings that are shaped and located to create pleasant and inviting spaces. Plazas and covered walkways facilitate students' movement throughout the university. The entire concept is built on the desire to facilitate, encourage, and celebrate the university's interactive learning environment.

The campus is symmetrically divided to provide facilities for male and female students. The male campus houses academic facilities for male instruction in the College of Engineering, the College of Business Administration, and the College of Information Technology. It also houses facilities for male instruction in the Preparatory Program and PMU Core Curriculum.

The university administration building is located on the male portion of the campus.

The female campus houses academic facilities for female instruction in the College of Business Administration, the College of Information Technology, and the Department of Interior Design. It also houses facilities for female instruction in the Preparatory Program and the Core Curriculum.

At the campus center, male and female students have access through separate entrances to food service at the university cafeteria. They also have access through separate entrances to the information available at the PMU Learning Resources Center (LRC). Inside the LRC building, each gender has its own lobby, stacks, circulation/reference desk, and study areas

The LRC provides an attractive central space that is conducive to reading, reflection, study, and group and individual learning activities. When the university is at full operation, the LRC will accommodate a book collection of approximately 75,000 volumes. The LRC also provides learning enrichment services in mathematics, reading, writing, and study skills to ensure students' success of the PMU's learning-centered approach to education.

The main academic campus also contains athletic facilities. At a future date, student housing will be constructed on a nearby parcel of land.



Legal Status: PMU is a private university licensed by the Ministry of Higher Education and subject to the regulations of the Ministry that pertain to privately operated post-secondary educational institutions in the KSA.

Financial Status: The operating costs of PMU are supported by tuition charged to the students and by revenues generated by commercially operated services such as continuing education and research and development on the campus. The land has been donated by HRH Prince Mohammad Bin Fahd, and the facility costs and initial operating capital were provided by a group of private investors as represented by the Founding Committee.

Institutional Governance: PMU is governed by a Board of Trustees and a University Council according to the regulations of the Ministry of Higher Education regarding the governance of private post-secondary institutions.

STUDENTS

Source of Students: PMU admits students according to the Saudi Arabian governing rules and regulations of higher education without regard to nationality, geographical origin, or religion. Admission is only granted to students who can meet the competitive admission standards and pay the required fees. Most students are secondary school graduates from the KSA studying for the first university degree.

Others include:

- Saudi students in other countries who wish to complete their university studies in the Eastern Province.
- Employed persons with high-school certificates who wish to pursue further university studies.
- University graduates studying in selected masters degree programs.
- Individuals in the business community who wish to sharpen their competencies in specialized areas.

Student Genders: PMU admits both male and female students; however, the campus is divided into areas that maintain gender separation.

Admission Standards: PMU maintains highly competitive admissions standards as measured by an admissions examination and an interview.

Size and Composition of Student Body: PMU has a maximum total enrollment of 5,550 students with 1,110 in a non-credit, preparatory program [600 males + 510 females], and 4,440 enrolled in four-year degree programs [2,400 males + 2,040 females]. Hence, the total enrollment consists of 3,000 male and 2,550 female students.

Residential Students: The initial classes of students commute to PMU from surrounding communities. In future years, it is expected that the student body will consist of approximately 70 % commuting students and 30 % of students living in student accommodations provided on land a short distance from the main campus.



LEARNING DISTINCTIONS

PMU prepares high quality graduates for employment in high demand fields in the Eastern Province. The university aims at educating the "whole" person; it recognizes that success in the world depends not only on knowledge of a specific academic discipline, but also on a broader set of skills and abilities.

Graduate Competency Profile: PMU graduates are known by their distinctive competencies. The university has designated six core areas intended to ensure that PMU students possess knowledge and abilities to be successful in their chosen fields and to contribute to the development of their community and the Kingdom. The six PMU core competencies are:

- **Communication:** the ability to communicate effectively in both English and Arabic in professional and social situations.
- **Technological Competence:** the ability to use modern technologies to acquire information, communicate, solve problems, and produce intended results.
- **Critical Thinking and Problem Solving:** the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.
- **Professional Competence:** the ability to perform professional responsibilities effectively in both local and international contexts.
- **Teamwork:** the ability to work effectively with others to accomplish tasks and achieve group goals.
- **Leadership:** the ability to be informed, effective, and responsible leaders in family, community, and the Kingdom.

INFORMATION TECHNOLOGY INFRASTRUCTURE

A distinctive characteristic of PMU is its emphasis on the utilization of information technology resources throughout the institution, in all academic programs and courses, and in the management of PMU.

IT Vision: PMU is renowned for the pervasive, ubiquitous use of state-of-the-art information technologies that enable its learning-centered environment. The university is synonymous with and identified as the leading IT-based institution in the international region.



This IT vision is supported by underlying values and principles:

- To serve the mission of the university.
- To preserve Saudi values.
- To help protect intellectual property.
- To be convenient, high-quality, and user-friendly.

The ultimate goal of this technology vision is to make it possible for PMU to create a learning-centered environment. The infusion of technology into the university environment enables students to obtain the information they need, when and where they need it, so they can effectively pursue their goals of academic excellence and professional competencies.

Though central to distinguishing the university from other institutions in the Kingdom, technology at the PMU is never an end unto itself. Technology is a tool that assists students in building their professional competencies, abilities in critical thinking, skills in problem solving, and dedication to leadership and teamwork.

IT Mission: In order to achieve its vision of a technology-enabled, learning-centered environment, PMU developed a set of core technology competencies and areas of expertise:

- Infuse information and educational technologies into all curricula and learning programs.
- Ensure that the university administration utilizes an integrated management information system.
- Incorporate IT into the facility design.
- Focus IT services on employing contemporary technologies that keep up with the world's changing technology environment.

Using technology, PMU is able to tailor instruction and focus the development of competencies to each student's needs and abilities. The university provides skills and knowledge that foster independent learning during the university years and build a permanent ethic of learning. Technology enables faculty to enhance their own abilities, create richer learning experiences by bringing more resources into the classroom, and give students a more interactive learning experience. It helps instruct students in personal skills and capabilities as well as academic content. Finally, technology assists the university in creating an assessment process that not only measures what students already have achieved, but helps direct them to the capabilities they need to develop in the future.

IT Goals: PMU directs its efforts toward a number of targeted goals, each of which brings the university closer to achieving its mission and realizing its vision.

- Respect and advance Saudi cultural values in a changing learning environment.
- Provide students with the superior technology infrastructure that equips them with the technology skills to function in the current and emerging working environments.
- Provide faculty with the superior technology infrastructure that enables them to excel in the delivery of effective instruction.
- Provide administrators with a cost effective, flexible, reliable, and secure I.T. environment that meets the business needs of the university.
- Provide technology tools to facilitate effective student support services.
- Provide an I.T. governance structure that includes university faculty, students, and staff as well as industry in a collaborative environment.

FACULTY CHARACTERISTICS

General Requirements for Faculty:

PMU faculty members understand, believe in, and implement methodologies, techniques, and classroom management styles that are skills-based, student-centered, communicative, and interactive.

All faculty members actively participate in intensive teacher training before they begin their teaching duties.

English Language Skills: Faculty members are proficient in the English language. They 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, or an equivalent score on TOEFL or other comparable exam.

Alignment to PMU Values: PMU has established defining institutional characteristics that have a significant impact on the nature of the university, its degree programs as well as its faculty. Those characteristics include:

- A student-centered approach to education and instruction including utilization, engagement, feedback and repetition.
- A willingness to undertake professional development activities necessary to learn how to implement a student-centered, communicative classroom environment.
- A personal and professional commitment to lifelong learning.
- Sensitivity to Arab cultural and Islamic religious practices and expectations.

Work Experience: Faculty members are experienced in their disciplines. Experiences cover teaching and consulting.

Student-Centered Approach: Faculty members undertake professional development activities necessary to emphasize student-centered cooperative and collaborative methodologies.



ACADEMIC PROGRAMS

PROGRAM OVERVIEW

Academic Program Structure: The structure of PMU academic programs follows the North American model that utilizes the credit hour system as a measure of course weight, an intensive bridge program to prepare entering students for university study, a common academic core curriculum that forms a common basis for all degree programs, and individual degree majors that provide the academic specialization and the name of the degree awarded.

Language of Instruction: English is the language of instruction in all degree programs and courses except those devoted to the study of the Arabic Language and Islamic Studies.

Preparatory Program: In order to meet the high admissions standards for the degree programs, PMU offers a non-credit program of study for students who need additional preparation in the English language, mathematics, and learning skills. The decision on whether or not a student should complete the preparatory program depends on the results of placement tests administered by the faculty.

Academic Core Curriculum: All degree programs include a core of academic subjects in the areas of English Communication, mathematics, laboratory science, behavioral science and social studies, and defined PMU competencies. Core courses are available to meet the specific needs of individual degree programs.

Undergraduate Degree Programs: The academic degree programs offered to male and/or female students by PMU are organized into three Colleges as follows:



College of Engineering

- B.S. in Electrical Engineering Male
- B.S. in Mechanical Engineering Male
- B.S. in Civil Engineering Male
- B.S. in Interior Design Female

College of Information Technology

- B.S. in Information Technology Male & Female
- B.S. in Computer Science Male & Female
- B.S. in Computer Engineering Male & Female

College of Business Administration

- B.S. in Accounting Male & Female
- B.S. in Business Administration Male & Female
- B.S. in Finance Male & Female
- B.S. in Management Information Systems Male & Female
- Executive Masters in Business Administration Male & Female

Graduate Degree Program: The initial graduate program to be offered by PMU to both male and female students is an Executive Masters in Business Administration. This degree is offered on a part-time basis for working professionals.

Learning Modes: Consistent with the commitment to developing student learning outcomes and competencies, PMU emphasizes "student oriented" teaching and learning methodologies throughout all academic programs. Courses utilize independent learning tasks, group and team based projects, and capstone projects, among other techniques. Information technology based resources and methods are an important part of the learning process.

Student to Faculty Ratio: PMU is characterized by a learner-centered rather than a teacher-centered approach to education. The overall student to faculty ratio is about 18/1. Class sizes vary with programs and courses.

The average numbers of students per class are as follows:

Preparatory Program

EFL	17
Math	25
Learning Skills	25
Core Curriculum	
UNIV, ASSE, COMM, MATH	30
Lab Sciences	25-75 lecture, 24 lab
Social Sciences	25 to 75 lecture
Information Technology	
Lecture	30
Lab	25
Engineering	
Lecture	30
Lab	24
Interior Design	
Studios	18
Lectures	75 to 100
Business	
Lecture	30
Lab	25
Executive MBA	30

Certain introductory courses in all programs may be taught via large lectures or a combination of large lectures and smaller sections.

ADMISSIONS CRITERIA AND PROCESS

Required High School Preparation: Students enrolling in PMU must be graduates of the Kingdom of Saudi Arabia secondary school, with an earned General Secondary Education Certificate, or they must have received equivalent secondary school preparation in another educational system.

Admission of Saudi Nationals:

Criteria and Procedures

Admission into the Preparatory Program requires:

- **Application form and fee:** A completed application form accompanied by a prescribed application fee determined by the administration.
- **Secondary School grades:** A satisfactory overall grade average on the General Secondary Education Certificate.
- **General Aptitude and Abilities Test scores:** A satisfactory total score on the General Aptitude and Abilities Test given by the Ministry of Higher Education.
- **Personal Interview.**
- **PMU Standard Battery Test.**

General Secondary Education Certificate

To create an applicant pool containing the best applicants possible, an overall average on the General Secondary Education Certificate of 80% will be required for any applicant to be considered.

Admission of Non-Saudi Nationals:

Criteria and Procedures

Non-Saudi students, whether from other countries or expatriates residing in the Kingdom, are welcome at PMU provided they exhibit academic and language skills commensurate with those of Saudi students.

The application process for non-Saudi students follows the same steps as for Saudi nationals:

- **Application form and fee:** Completed application form accompanied by a prescribed nominal application fee determined by the administration.
- **Secondary School grades:** Satisfactory General Secondary Education Certificate results or equivalent.
- **General Aptitude and Abilities Test or SAT scores:** Satisfactory results on standardized tests.

Admission to Degree Studies:

Students may be admitted into degree studies at PMU via a number of means – successful completion of the Preparatory Program, direct entry from secondary school, or transfer from other post-secondary programs.

Admission from the PMU Preparatory Program:

Criteria and Procedures

In order to move from the Preparatory Program to degree studies at one of the PMU colleges, students must meet the following criteria:

- **Preparatory Program Certificate of Completion:** Successful completion of the PMU Preparatory Program (English writing and communication, mathematics, and study skills).

- **PMU Placement Test results:** For students seeking admission to advanced courses required by certain majors, demonstration of subject matter proficiency on placement exams in math, physics, and chemistry.
- **Interview:** An interview in English with a PMU faculty representative from the degree program to which the student is applying.
- **Essay:** An essay in English directed to both the PMU English writing and communications faculty and the faculty of the degree program to which the student is applying.

Required Courses in the Preparatory Program

The PMU Preparatory Program concentrates on English language, mathematics, and study skills and learning strategies. English language, study skills, and the first semester math course, PRPM 0011: Introductory Algebra, are required of all students. However, during the second semester of mathematics, students have a choice of two tracks, depending on their desired major at the university. The various colleges and majors require the following second semester mathematics course:

- **College of Engineering:** PRPM 0022: Pre-Calculus
- **Department of Interior Design:** PRPM 0012: Intermediate Algebra
- **College of Business Administration:** PRPM 0012: Intermediate Algebra
- **College of Information Technology:** PRPM 0022: Pre-Calculus

Direct Admission from High School

Criteria and Procedures

Some students, particularly those from other countries or from international schools in the Kingdom where the medium of instruction is English, may seek to bypass the Preparatory Program and be placed directly into degree studies. The student's eligibility for admission directly into degree studies is based on performance on standardized placement examinations given after admission to the Preparatory Program. The application procedure for these students is as follows:

a. The student initially follows the same procedures as applicants for the Preparatory Program:

- **Application form and fee:** A completed application form accompanied by a prescribed nominal application fee determined by the administration.
- **Secondary School grades:** A satisfactory overall grade average on the General Secondary Education Certificate.
- **General Aptitude and Abilities Test scores:** A satisfactory total score on this standardized examination.

b. Those admitted advance to the next phase of the process. In the late Spring, the following occurs:

- **IELTS exam:** Applicants seeking direct entry must have achieved an IELTS overall score of 6.5, with a minimum score of 6 on each test component.
- **Additional testing:** As a further measure of their abilities, applicants may be required to sit for and score a grade of 70% on the final exams given to Preparatory Program students in the highest level English and math courses (PRPW 0061, PRPC 0061, and PRPM 0022). This requirement is at the discretion of the PMU Admissions Committee.
- **College requirements:** For admission to one of the PMU colleges, students must complete the steps required of graduates of the Preparatory Program.
- **PMU placement tests (SAT II subject area tests in math, chemistry, and physics may be substituted)**
 - Interview
 - Essay
 - **Assessment of learning skills and maturity:** During the interview, the Admissions

Committee and faculty seek to determine whether or not the applicant has attained sufficient learning skills and maturity to succeed in university-level work at PMU. Those students who meet all other entrance requirements, but who lack these skills are required to sit for the second semester of the Preparatory Program, particularly the English language courses, PRPW 0051, PRPW 0061, PRPC 0051 and PRPC 0061, which emphasize research, report writing and similar advanced, university-level capabilities.

Alternatively, for students who need work on study skills or who achieve IELTS scores that are nearly sufficient to bypass the Preparatory Program, PMU may choose to institute an 8-week summer session of study skills and English courses that enables students to move into degree studies in the fall semester.

Admission from Other Colleges and Universities

Criteria and Procedures

Students already attending post-secondary institutions who feel qualified to begin their degree program at PMU immediately may apply by submitting the following materials:

- **Transfer application for admission:** A completed transfer application form accompanied by a prescribed application fee.
- **Secondary school grades:** A satisfactory overall grade average on the General Secondary Education Certificate.
- **Official transcript from post-secondary institutions attended:** The minimum grade point average allowed will be a cumulative 2.0 (C) on a 4.0 grade scale.
- **IELTS exam:** Applicants seeking to transfer to PMU must have achieved a satisfactory score on IELTS or an equivalent standardized test that assesses speaking, listening, reading, and writing in English. An overall IELTS overall score of 6.0, with a minimum score of 5.0 on each test component (or equivalent score from another test), will be required.

Placement in an Undergraduate College: Admission to degree programs at PMU is determined by a number of factors, including the student's grade point average in Preparatory Program courses, the interview, the essay, and PMU designed and administered placement tests. These measures are combined to determine ultimate placement in the degree programs. Where demand exceeds the number of places available in specific majors, unsuccessful applicants may elect another degree program in order to continue at PMU.



Admission to the Executive MBA Program:

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.

Work Experience

Successful candidates should have at least two years of professional work experience.

Scores on Standardized Tests

- English Language
- GMAT

Supporting Documentation

- Letter of organizational sponsorship
- Letters of reference
- Personal interview

LEARNING OUTCOMES & COMPETENCIES

The six designated PMU learning outcomes address what PMU graduates need to know, and what they must be able to do, in order to be successful in their chosen fields and to contribute to the development of their community and the Kingdom. The six PMU learning outcomes are:

- **Communication:** the ability to communicate effectively in both English and Arabic in professional and social situations.
- **Technological Competence:** the ability to use modern technologies to acquire information, communicate, solve problems, and produce intended results.
- **Critical Thinking and Problem Solving:** the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.
- **Professional Competence:** the ability to perform professional responsibilities effectively in both local and international contexts.
- **Teamwork:** the ability to work effectively with others to accomplish tasks and achieve group goals.
- **Leadership:** the ability to be informed, effective, and responsible leaders in the family, the community and the Kingdom.

The Learning Outcomes Process: The intellectual abilities and skills associated with the university's prescribed learning outcomes are developed over a period of time across all aspects of the university – the Assessment Capstone Series, University Core Curriculum, College Core Curriculum, and academic majors in the university's three colleges.

Learning outcomes and their assessment at PMU are guided by the following principles:

- **Utilization** – Learning techniques and assessments are used frequently.
- **Engagement** – Learning is an active process.
- **Feedback** – Learning incorporates a method of evaluation that effectively communicates techniques for improvement to students.
- **Repetition** – Learning instills PMU values and learning outcomes through regular, repeated functions.

The level of performance expected is communicated through formal and informal feedback throughout the students' university careers. Emphasis is placed on reinforcing students' strengths and motivating them toward greater achievements.

PREPARATORY PROGRAM

Purpose: The Preparatory Program of Prince Mohammad Bin Fahd University is a comprehensive academic preparatory program, comprised of sequenced classes in English as a Foreign Language (EFL), Mathematics, and Study Skills and Learning Strategies. The program carries no academic credit, yet it is fundamental to the nature of PMU. In this intensive program of study, students receive the solid academic grounding – especially in English – that enables them to succeed in the intellectually

rigorous atmosphere that PMU created in its degree programs. More importantly, it is during this program that the foundation is laid among students for the distinguishing set of core competencies that all PMU graduates are expected to exhibit.

Vision: The Preparatory Program of PMU strives to be a unique, preeminent post-secondary academic preparatory program, preparing university students who assume responsibility for their own successful learning. The Preparatory Program provides identical programs for male and female students. It strives to prepare academically capable secondary graduates to participate in university studies using the essential principles of critical thinking, reasoning, and problem solving. PMU students use these principles as both a means of discovery and as a tool for increased understanding in academic and personal contexts. PMU graduates recognize these principles as broad, extra-academic and life-enhancing abilities.

Mission: The mission of the Preparatory Program is to equip high-quality male and female secondary school graduates with the academic and personal skills necessary to succeed in a university based on the principles of personal responsibility and accountability; pervasive analytical/critical thought; attainment of communicative, technological, and professional competence; and strength in both teamwork and leadership. The mission is to produce a uniquely positive addition to the culture of the Eastern Province, the Kingdom of Saudi Arabia, and the world.

Sequence of Courses: The Preparatory Program classes build upon one another in a sequence. Students must internalize the subject matter, skills, strategies, and analytical attitudes of lower level classes before they can successfully participate in and benefit from higher level classes.

Program Goals:

- **English as a Foreign Language (EFL)** - to prepare students for success in the English-medium environment of PMU by developing strong English-language skills in academic reading, writing, speaking and listening.
- **Mathematics** - to enhance students' understanding of mathematics in the English language as well as to prepare them for the study of college-level mathematics.
- **Study Skills and Learning Strategies** - to develop self-directed, self-motivated, analytical students who employ a variety of effective learning skills and strategies in all their academic courses and who are committed to the learning process.

ACADEMIC CORE CURRICULUM

The Undergraduate Core Curriculum consists of three components:

- **The Assessment Capstone Series** - three courses required of all PMU students. The first two courses are developmental building blocks designed to increase the success of the third and final capstone course taken during the student's senior year. The Assessment Capstone Series will measure the student's success in achieving the six learning outcomes.
- **The University Core Curriculum** - additional courses required of all PMU students. Four courses in written, oral, and professional communication, as well as three other courses in designated competencies that develop six learning outcomes that distinguish PMU graduates. The University Core Curriculum also includes required courses in Arabic Language, Islamic Studies and physical education.
- **The College Core Curriculum** - academic subjects which PMU students are required to master. Each college of the university determines the specific College Core courses that are required of its students. All students, however, are required to successfully complete courses in each of three College Core fields: natural and physical sciences, mathematics, and social and behavioral sciences.

ACADEMIC DEGREE MAJORS

Degree Program Implementation

Table A

Prince Mohammad Bin Fahd University

Degree Programs – Year of Initiation

The 18 undergraduate degree programs and one graduate degree program at PMU are initiated over a period of three years following the opening year for the Preparatory Program. Degree programs begin with the most general subjects, and specialized degrees are added in subsequent years.

In the following table, the Year of Initiation is the year that degree program students are admitted to PMU as freshmen. It should be noted that during their first and second years, most students spend the majority of their studies in Core Curriculum subjects.

Organization Unit / Degree Program	Year 1	Year 2	Year 3	Year 4
Preparation Year	X			
College of Engineering				
B.S. in Electrical Engineering (Male)		X		
B.S. in Mechanical Engineering (Male)		X		
B.S. in Civil Engineering (Male)				X
B.S. in Interior Design (Female)		X		
College of Information Technology				
B.S. in Information Technology (Male)		X		
(Female)		X		
B.S. in Computer Science (Male)			X	
(Female)		X		
B.S. in Computer Engineering (Male)		X		
(Female)				X
College of Business Administration				
B.S. in Accounting (Male)				X
(Female)				X
B.S. in Business Administration (Male)		X		
(Female)		X		
B.S. in Finance (Male)		X		
(Female)		X		
B.S. in Management Information Systems (Male)			X	
(Female)		X		
Executive Masters in Business Administration				X

ACADEMIC ACCREDITATION

PMU started classes after receiving the following from the Ministry of Higher Education:

- A license to plan PMU
- General accreditation based on the PMU design
- Special accreditation based on a review of the departments, programs, and faculty

PMU is seeking accreditation at three levels:

- Local accreditation with the National Commission for Academic Assessment and Accreditation
- Regional accreditation from appropriate Arabic and Islamic associations.
- International accreditation from the appropriate U.S. based regional and disciplinary associations.

By pursuing accreditation for its professional programs, the university can ensure its students of an education that prepares them to meet global professional standards. It also facilitates its institutional affiliations, since many of these collaborations are dependent upon appropriate program accreditation.

Accreditation of Engineering and Information Technology Programs

The Accreditation Board for Engineering and Technology (ABET), founded in 1932 as the Engineers Council for Professional Development, is the only organization in the U.S that accredits engineering programs and computer-related programs such as computer science, computer engineering, information systems, software engineering and similar titles.

ABET and International Programs

ABET does not specifically accredit international programs. However, it has a process known as "Substantial Equivalency" whereby ABET evaluates and recognizes international programs in engineering, engineering technology, and computing. The Substantial Equivalency designation means that the program has been judged to meet the general standards expected of a similar program in the U.S., and that the graduates of such a program have the knowledge and skills that are equivalent to graduates of an accredited U.S. program.

Accreditation of Business Programs

Two organizations in the U.S. accredit business programs. They are AACSB International (The Association to Advance Collegiate Schools of Business) and ACBSP (The Association of Collegiate Business Schools and Programs). AACSB also has a separate accreditation process for accounting programs. Both AACSB and ACBSP are recognized by both the USDE and CHEA.

AACSB International

AACSB accreditation is designed for those institutions that have research interests and programs. Unless specifically excluded by AACSB, all programs offered by the institution will be reviewed for accreditation in which at least 25% of the teaching of undergraduate programs or 50% or more of the teaching of graduate programs is in traditional business programs. AACSB does not permit institutions to choose only certain programs to be reviewed for accreditation. A condition of eligibility for AACSB accreditation is that, "a majority of business graduates shall be from programs that have produced graduates during at least two years." This means that new programs must have at least two consecutive years of graduates to be considered for accreditation.

ACBSP

This program provides an accreditation process for colleges and universities whose primary purpose was teaching and education with much less emphasis than AACSB on research and scholarly activities. ACBSP has a candidacy process which is designed to aid new programs in the preparation of application for accreditation. It involves a mentor assigned to the university by ACBSP who helps the institution with understanding the accreditation process and how the criteria are applied. The candidacy process can extend from a few months to several years depending on the level of development of the business programs. Programs must have been in existence at least two years to be considered for accreditation. Accreditation, if granted, extends up to 10 years depending on the circumstances found during the evaluation process.

Accreditation of Interior Design Programs

The Foundation for Interior Design Education Research (FIDER) accredits postsecondary interior design education programs in the United States and Canada only. No other U.S. interior design accreditation organization exists. However, applying FIDER standards to the PMU interior design program helps ensure professional level education. Following FIDER processes, such as the self-study conducted by a program's faculty and administration can help the program pinpoint its strengths and weaknesses and identify areas for improvement or change.



ENROLLMENT PROFILE

Program Enrollment Profile

The planned PMU enrollment presented below was developed by the PMU staff and presented in an Economic Feasibility Study dated August 2003. These data indicate the steady-state enrollment size of the institution and the planned distribution of the enrollment across academic programs and genders.

**PMU Planned Enrollment
Distributed by Program and Gender**

Organization Unit / Degree Program Enrollment	Male Enrollment	Female
Preparatory Program	600	510
College of Engineering		
B.S. in Electrical Engineering	320	
B.S. in Mechanical Engineering	320	
B.S. in Civic Engineering	280	
B.S. in Interior Design	380	
Engineering Sub-Total	920	380
College of Information Technology		
B.S. in Information Technology	320	320
B.S. in Computer Science	320	240
B.S. in Computer Engineering	120	120
Information Technology Sub-Total	760	680
College of Business Administration		
B.S. in Accounting	160	200
B.S. in Business Administration	240	260
B.S. in Finance	160	220
B.S. in Management Information Systems	160	300
Executive Masters in Business Administration	*	*
Business Administration Sub-Total	720	980
PMU Total	3,000	2,550

* The Executive MBA is a part-time evening program open to both males and females. Enrollment estimates are not included in the planned campus size.

Enrollment and Faculty Growth Plan

The Enrollment & Faculty Growth table on the following pages describes the anticipated incremental growth in the numbers of faculty and students, both male and female, by academic college and department from opening day in Year 1 (2006-2007) until the university reaches its full enrollment in Year 7 (2012-2013). This plan has been updated since it first appeared in the PMU Implementation Plan (Dec. 2004), and has been used to forecast the financial and facility resources for the University.



Enrollment & Faculty Growth by College & Department from Opening Day

College / Department	Gender	Planned Program Enroll	2005-07 Year 1	2007-08 Year 2	2008-09 Year 3	2009-10 Year 4	2010-11 Year 5	2011-12 Year 6	2012-13 Year 7
PREPARATORY PROGRAM									
Students	Total	1110	600	740	1110	1110	1110	1110	1110
Faculty	Total		49	61	91	91	91	91	91
Students	Male	600	324	400	600	600	600	600	600
Faculty	Male		26	33	48	49	49	49	49
PMU Admits from Prep Year	Male	480		269	320	480	490	480	480
PMU Degree Direct Admits	Male	223	0	75	150	223	223	223	223
Students	Female	510	276	340	510	510	510	510	510
Faculty	Female		23	28	42	42	42	42	42
CORE CURRICULUM									
PMU Admits from Prep Program	Female	434		235	259	434	434	434	434
PMU Degree Direct Admits	Female	116	25	30	80	116	116	116	116
Students	Total		25	844	1381	1999	2576	2376	2376
Faculty	Total		1	35	76	111	131	131	131
Students	Male		0	334	747	1105	1308	1308	1308
Faculty	Male		0	19	42	62	73	73	73
Students	Female		25	310	634	894	1068	1068	1068
Faculty	Female		1	17	34	49	58	58	58
PMU Degree Program Admits	Total Male		0	334	470	703	703	703	703
PMU Degree Program Admits	Total Female		25	265	369	550	550	550	550
Total PMU Degree Admits			25	699	839	1253	1253	1253	1253
COLLEGE OF ENGINEERING									
Students	Total	1300	0	308	542	871	1156	1230	1301
Faculty	Total		0	6	13	26	42	45	46
Electrical Engineering									
Students	Male	320	0	97	173	247	312	318	321
Faculty	Male		0	1	4	8	13	13	13
Freshman Admits				97	100	106	106	106	106
Sophomore					73	75	80	80	80
Junior						66	68	72	72
Senior							59	61	64
Mechanical Engineering									
Students	Male	320	0	97	173	247	312	318	321
Faculty	Male		0	2	4	8	14	14	14
Freshman Admits				97	100	106	106	106	106
Sophomore					73	75	80	80	80
Junior						66	68	72	72
Senior							59	61	64
Civil Engineering									
Students	Male	280	0	0	0	92	161	223	279
Faculty	Male		0	0	0	1	3	6	7
Freshman Admits				0	0	92	92	92	92
Sophomore					0	0	69	69	69
Junior						0	0	62	62
Senior							0	0	56
Interior Design									
Students	Female	380	0	108	156	285	378	371	379
Faculty	Female		0	3	5	9	12	12	12
Freshman Admits				108	86	109	109	109	109
Sophomore					88	88	98	98	98
Junior						88	79	88	88
Senior							83	75	84



Enrollment & Faculty Growth by College & Department from Opening Day

College / Department		Gender	Planned Program Enroll	2005-07 Year 1	2007-08 Year 2	2008-09 Year 3	2009-10 Year 4	2010-11 Year 5	2011-12 Year 6	2012-13 Year 7
COLLEGE OF INFORMATION TECHNOLOGY										
Students		Total	1440	0	178	478	844	1101	1368	1441
Faculty		Total		0	4	10	22	34	38	40
Information Technology										
Students		Male	320	0	84	163	239	310	318	320
Faculty		Male		0	2	4	8	12	12	12
Freshman Admits					84	87	92	92	92	92
Sophomore						76	78	83	83	83
Junior							68	71	75	75
Senior								65	67	71
Students		Female	320	0	92	165	241	312	313	320
Faculty		Female		0	2	4	8	11	11	11
Freshman Admits					92	83	92	92	92	92
Sophomore						82	75	83	83	83
Junior							74	67	75	75
Senior								70	64	71
Computer Science & Engineering										
Students		Male	440	0	0	87	205	312	411	442
Faculty		Male		0	0	1	3	6	8	9
Freshman Admits					0	87	92	92	92	92
Sophomore						0	78	83	83	83
Junior							0	71	75	75
Senior								0	67	71
Students		Female	353	0	0	62	159	245	327	358
Faculty		Female		0	0	1	3	5	7	8
Freshman Admits					0	62	68	69	69	69
Sophomore						0	58	62	62	62
Junior							0	59	58	56
Senior								0	48	53
Computer Engineering										
Students		Male	120		0	0	35	67	95	122
Freshman Admits					0	0	35	35	35	35
Sophomore						0	0	32	32	32
Junior							0	0	28	28
Senior								0	0	27
Students		Female	120		0	0	34	65	92	118
Freshman Admits					0	0	34	34	34	34
Sophomore						0	0	31	31	31
Junior							0	0	28	28
Senior								0	0	26



Enrollment & Faculty Growth by College & Department from Opening Day

College / Department		Gender	Planned Program Enroll	2008-07 Year 1	2007-08 Year 2	2008-09 Year 3	2009-10 Year 4	2010-11 Year 5	2011-12 Year 6	2012-13 Year 7
COLLEGE OF BUSINESS ADMINISTRATION										
Students	Total		1700	25	165	380	805	1210	1456	1700
Faculty	Total			0	1	9	20	36	47	51
Accounting & Finance										
Students	Male		320	0	0	0	90	160	240	320
Faculty	Male			0	0	0	0	2	8	8
Freshman Admits					0	0	40	40	40	40
Sophomore						0	0	40	40	40
Junior							0	0	40	40
Senior								0	0	40
Students	Female		420	0	0	0	105	210	315	420
Faculty	Female			0	0	0	0	3	8	10
Freshman Admits					0	0	50	50	50	50
Sophomore					0	0	0	50	50	50
Junior							0	0	50	50
Senior								0	0	50
Finance Total	Male		160		0	0	40	80	120	160
Freshman Admits					0	0	40	40	40	40
Sophomore						0	0	40	40	40
Junior							0	0	40	40
Senior								0	0	40
Freshman Admits	Female		220		0	0	55	110	165	220
Sophomore					0	0	55	55	55	55
Junior						0	0	55	55	55
Senior							0	0	55	55
Management Information Systems										
Students	Male		160	0	0	38	78	118	158	160
Faculty	Male			0	0	0	1	4	5	5
Freshman Admits					0	38	40	40	40	40
Sophomore						0	38	40	40	40
Junior							0	38	40	40
Senior								0	38	40
Students	Female		300	25	45	108	183	238	293	300
Faculty	Female			0	1	2	4	6	7	7
Freshman Admits				25	25	68	75	75	75	75
Sophomore					20	20	68	75	75	75
Junior						20	20	68	75	75
Senior							20	20	68	75
Business Administration										
Students	Male		240	0	55	112	172	232	237	240
Faculty	Male			0	0	3	6	9	9	9
Freshman Admits					55	57	60	60	60	60
Sophomore						55	57	60	60	60
Junior							55	57	60	60
Senior								55	57	60
Students	Female		260	0	65	123	166	253	254	260
Faculty	Female			0	4	4	9	12	12	12
Freshman Admits					65	59	65	65	65	65
Sophomore						65	59	65	65	65
Junior							65	59	65	65
Senior								65	59	65
Business Admin. EMBA			[Not included in this analysis]							
PMU TOTALS										
Students	Total		5550	525	1384	2511	3630	4657	5203	5552
Students	Male		3000	324	734	1347	1960	2516	2822	3004
Students	Female		2550	301	650	1164	1670	2139	2382	2546
Faculty	Total		50	108	199	270	334	362	359	359
Faculty	Male		26	57	107	146	185	185	185	185
Faculty	Female		24	51	92	124	149	157	157	157

Notes: Shading indicates year that Planned Enrollment levels are achieved.

* Core Curriculum enrollment is estimated as the enrollment in degree programs in Years 1 & 2.

UNIVERSITY SERVICES

LEARNING RESOURCES CENTER

PMU Learning Resources Center encompasses more than a traditional library. Consistent with the emphasis on information technology, the PMU LRC offers extensive access to electronic based resources. In support of student independent learning strategies, the facility also provide spaces for students to collaborate in teams on group projects, or to meet with faculty and staff for tutorials and/or small group activities.

LRC Vision: It is the vision of the Learning Resources Center (LRC) to function as a nexus a physical, logical, and symbolic means of linking the resources and services that support instruction, independent learning, and professional and personal development throughout the academic community.

This vision is supported by underlying values and principles:

- The LRC is a service component whose design and operations are driven by the mission of the university and the needs of the students, the faculty, and the instructional programs.
- The LRC serves as a model of the competencies the students are expected to acquire through their education at PMU.
- Service and resources of the LRC are designed and operated in collaboration with academic programs and other centers and services.
- The LRC functions efficiently and cost effectively.
- The LRC offers a comfortable and aesthetically pleasing environment conducive to learning in a variety of modes.

LRC Mission: In order to achieve its vision to serve as a center of services and resources that support the PMU's distinctive learning-centered approach to education, the LRC pursues a mission that supports the broad mission of the university. It is the mission of the LRC to:

- Provide information services and resources that are carefully chosen to support the university's mission of instruction, research, and community service.
- Collaborate with the faculty to help students develop the distinctive PMU competencies.
- Provide a curriculum of courses and programs that support information literacy (as defined in Goal 3, Information Literacy, of this report) among students, faculty, and staff.
- Provide a physical and academic center where learning and professional development come together.

A Learning Organization: For at least three decades, knowledge and information services have been in transition in higher education, as they have in society at large, due to the evolution and growth of electronic technologies. The services of the LRC include some services that are traditional and print-based, but also many others that use electronic technologies. These electronic resources anticipate continuing sophistication of both technologies and the people who use them. For these reasons, the LRC is learning-centered within its own organization. The LRC staff is continually involved in professional development.

Information Literacy: Technology-assisted information services, from checking out books to searching multiple databases, increasingly enable library users to locate and obtain information without staff assistance. The LRC applies automation and self-service wherever feasible using current technologies. The LRC's mission to build information literacy among its constituents ensures that the university community develops and maintains the knowledge and skills necessary to derive the benefits available in a modern learning resources center.

LRC Goals: The guiding considerations that form the foundation of the LRC programs result in ten goals for the center:

- **Saudi Cultural Values:** Support the university's commitment to reflect the cultural and religious sensitivities of the Saudi people.
- **Reference Assistance:** Meet the knowledge and information needs of faculty and students through direct, timely reference services delivered as needed and requested.
- **Information Literacy:** Develop information literacy competencies of students and faculty.
- **Learning Services:** Provide academic support services, academic advising, and learning enrichment services for students.
- **Access Services:** Develop services to ensure effective access to LRC resources.
- **LRC Publications:** Inform the PMU community about LRC services and resources.
- **Collections:** Provide the information resources necessary to support learning and research.
- **Facilities:** Create and maintain LRC facilities that are appropriate to support its teaching, research, and service mission.
- **Administration and Staff:** Model the professionalism toward which the PMU Core Competencies aspire.
- **Governance:** Create policies informed by advisory bodies comprised of representatives of various constituencies and areas of expertise.

PROFESSIONAL DEVELOPMENT CENTER

The Professional Development Center exists to support broadly and specifically the professional growth of PMU personnel. It places special emphasis on skills and attitudes that are crucial to institutional goals. The center is the place where PMU faculty, professional staff, and administrators go for professional development advice, assistance, and objective diagnosis to support excellence in teaching. The Professional Development Center promotes the effective use of instructional technology to advance student learning, and it uses these same technologies to further professional development. The center operates with the conviction that PMU is a learning community in which students, faculty, and all others are in pursuit of professional growth.

Goals: Appropriate activities and programs are conducted to achieve the following development goals:

- Operate in a manner consistent with Saudi cultural values.
- Provide academic orientation services to all newly appointed PMU faculty, administrators, and staff.
- Support and provide resources for the efforts of academic units to implement cross-curricular coordination.
- Develop faculty to promote improved student learning in student-centered instruction and outcomes assessment.
- Promote and provide resources for the strategic integration of instructional technology in all appropriate aspects of the PMU curriculum.
- Promote and provide ongoing faculty development through programs, workshops, one-on-one mentoring, and the facilitation of faculty collaboration in the scholarship of teaching and learning.
- Devise and help implement, in close collaboration with the Learning Resources Center, activities that support information literacy development.
- Develop and aid in the implementation of approaches and instruments for the assessment of learning outcomes.
- Provide special programming for administrators to enable them to better direct an institution founded on the precepts that guide PMU.
- Maintain an active enrichment program that promotes academic and intellectual excellence across the PMU learning community.

CONTINUING EDUCATION, RESEARCH AND COMMUNITY SERVICE

PMU established a Center for Research Development and Continuing Education for the purpose of supporting the acquisition of external resources for the support of research and services activities, and for the delivery of instructional services to clients and learners off-campus by any means appropriate to the client. These may include distance learning programs or traditional courses offered at locations outside the campus.

While the initial focus of PMU is placed on the development of high quality instructional programs, research is also important to maintaining a creative environment for faculty, staff, and students. Consequently, the academic programs and staff recruiting plans emphasize on maintaining excellence as a teaching institution along with a strong program of research and service activities.

Research Programs: Research is divided into scientific research and applied research, with the division's focus on the applied. Although there may be increasing funds available for scientific research as the university matures, the initial opportunities are in the applied research areas. This is where start-up resources are directed.

Scientific Research: The Supervisor of Scientific Research oversees research of particular interest to the faculty within the various colleges of the university. Research projects are undertaken by PMU faculty assisted by students. The projects are intended to help in the development and enhancement of the university's educational and training missions.

Applied Research: The Supervisor of Applied Research oversees three areas: 1) The Community Design Resource Center in the Department of Interior Design, 2) The Information Technology Resource Center in the College of Information Technology, and 3) The General Research Center. Research projects are undertaken by PMU faculty. Projects in the design center and the IT center are conducted primarily by students as part of their internship programs. The focus of all applied research is directed towards specific problem solving in conjunction with individuals, industry and regional businesses.

Continuing Education Programs: Continuing Education is divided into three sections:

- The English Language Institute (ELI)
- The e-Learning Center
- The Continuing Education Center.

In addition, Continuing Education works closely with the Chair of Business Administration in the College of Business Administration to offer the Executive MBA program.

The English Language Institute: The Supervisor of the English Language Institute oversees an Academic Coordinator, Administrator, related office staff, and faculty. Faculty for the ELI is drawn from the English-language faculty of the PMU Preparatory Program. The numbers of male and female faculty is determined by respective gender enrollments in ELI courses.

The ELI envisions the following catalog of courses that deliver the skills and training needed in the following four programs:

- General English Communication
- Professional English Communication for Business
- English Teacher Training
- English Teacher Certification

The e-Learning Center: The Supervisor of the e-Learning Center supported by a webmaster and relevant technical support staff. The e-Learning Center provides PMU with the opportunity to offer online courses and to expand resources for faculty development and delivery of courses. The e-Learning Center offers a variety of online

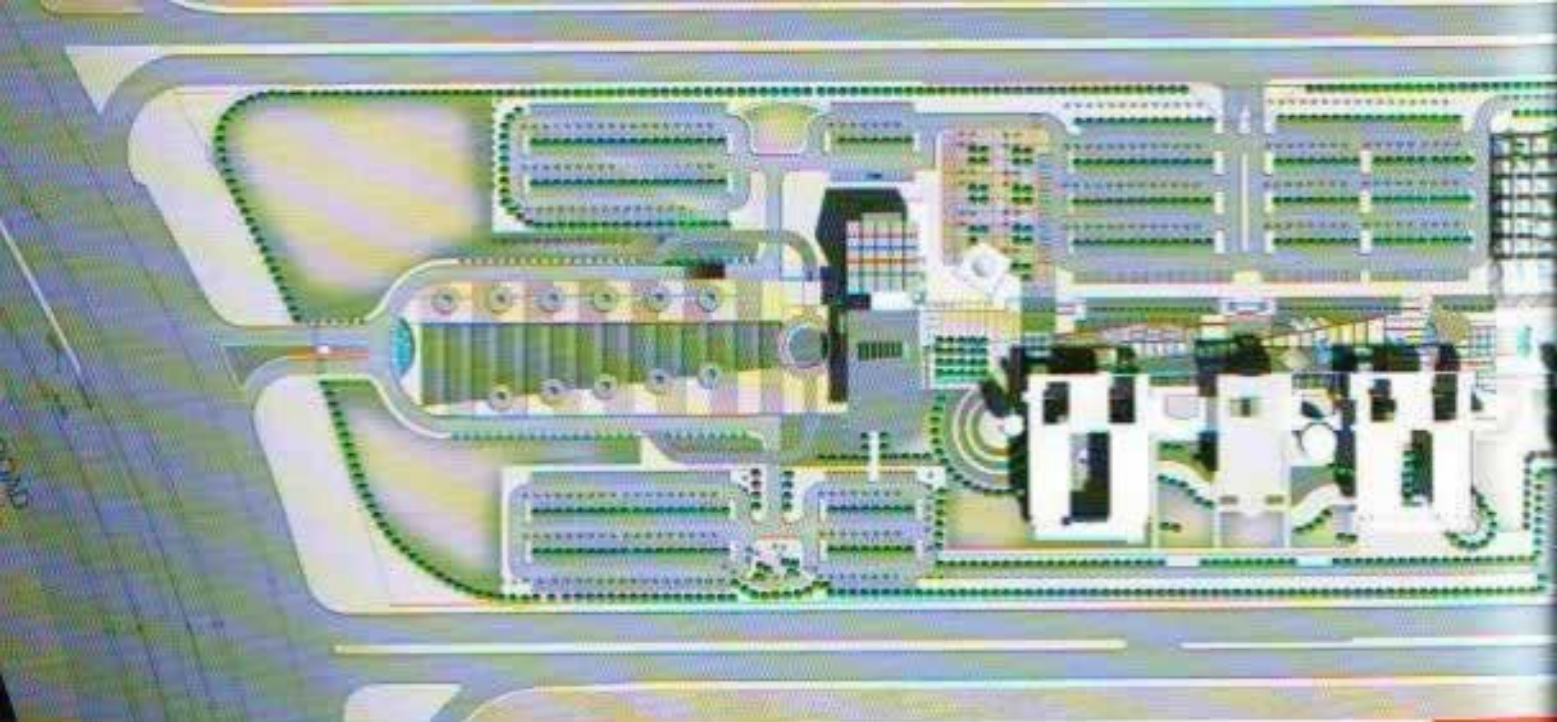
courses contracted from a variety of vendors.

The Continuing Education Center: The Supervisor of Continuing Education who works with appropriate staff, university faculty, adjunct faculty, and outside contractors (vendors) to deliver a variety of professional education and personal development courses open to the general public. The center coordinates all of the courses not falling under the programs of ELI and the e-Learning Center

Executive MBA and Management Programs: The academic aspects of the part-time Executive MBA program including course development and recruiting faculty is managed by the Chair of Business Administration. The coordinator of this division manages the administrative aspects of this program including marketing, registering students, and collecting fees.

The coordinator works closely with the Chair of Business Administration, the Supervisor of the e-Learning Center, and the Supervisor of Continuing Education to offer non-credit management courses to the business community in the region surrounding PMU.





UNIVERSITY AFFILIATIONS

PMU seeks the following kinds of affiliations:

- Working relationships with other universities in the U.S., Europe, and the region to support its commitment to quality programs.
- Linkages to international organizations that support the various academic programs and purposes of the PMU.
- Advisory committees and partnerships with local and regional businesses and industries that have needs for educated and trained personnel.

PMU envisions a variety of formal agreements, but generally emphasizes on two categories:

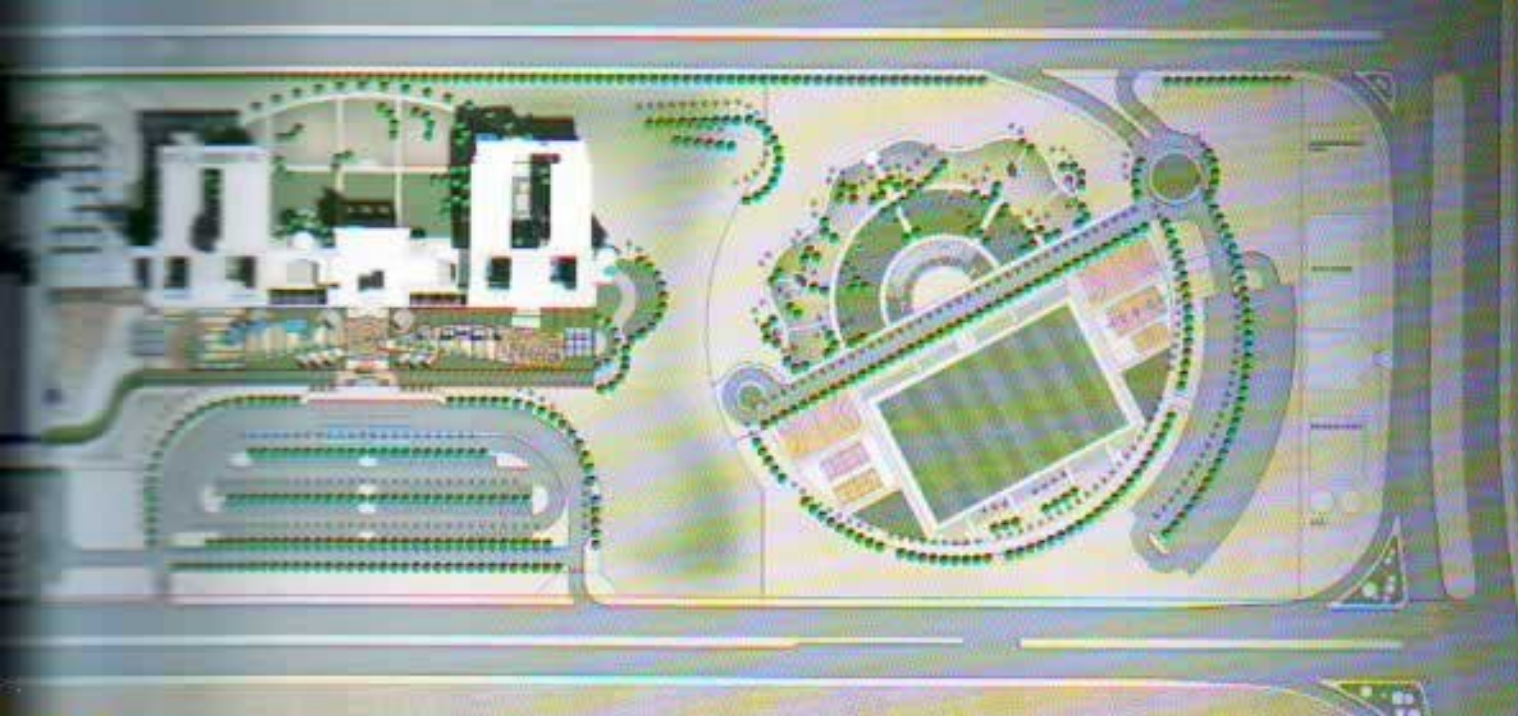
Memorandum of Understanding: In a memorandum of understanding, institutions typically express an interest in fostering goodwill and furthering academic cooperation. While similar in some respects to program-specific agreements, the memorandum of understanding does not involve financial obligations or specific targeted commitments. Instead, it provides a university-wide commitment to support more specific programmatic exchange agreements entered into by individual colleges and departments.

Affiliation Agreement: The type of agreement that may or may not be appended to the memorandum of understanding is an affiliation agreement related to a specific program. This is usually a contractual agreement that specifies commitments for collaboration, exchanges or special undertakings such as research, seminars, or clinics. The types of affiliation agreements considered by PMU are:

Student Exchange / Study Abroad Agreements: These agreements arise after detailed negotiation between two institutions. They generally provide for reciprocity in which more or less equal numbers of students are exchanged over a given time period. An additional provision usually stipulates the academic qualifications required for the students accepted. In most circumstances, students register and remain enrolled at their home institution during their study-abroad experience.

International Independent Student Exchange Program (ISEP): In some instances, an individual student seeks an opportunity to study at a university not affiliated by formal agreement with PMU. In this case, a one-to-one student exchange opportunity can be provided by the International Independent Student Exchange Program (ISEP).

Joint Research Agreements: International activity is often initiated by faculty for the purpose of cooperating on research projects that may or may not have an external



sponsor. These projects may involve signed grants, contracts, or cooperative agreements under which the university undertakes a defined commitment according to specific terms and conditions and budgeted financial compensation. Research agreements can be negotiated and drawn up as required.

Faculty at PMU can initiate joint research agreements at any time with individual faculty members at other universities. Researchers in a particular field of study typically are aware of others in that field by way of journal publications and interaction at professional meetings.

Articulation Agreements: Agreements between universities that lead to joint or dual degrees are usually referred to as "articulation agreements." These agreements describe in detail the responsibilities of each institution and the courses to be offered there. Degree requirements are carefully specified in advance and a plan of study for each student is available at each institution. Articulation agreements are usually not implemented until the universities have worked together in various exchange programs for a number of years. Success of such programs is dependent entirely on the cooperative efforts and support of the faculty.

STUDENT SERVICES

The Division of Student Affairs:

- Seeks ways to engage students in university programs and activities.
- Develops programs and strategies that support classroom learning and foster students' attainment of the six core competencies: communication, technological competence, critical thinking and problem solving, professional competence, leadership and teamwork.
- Provides various venues that help PMU achieve its goal of developing the student's "whole person," with respect for the Saudi culture and values, as well as respect for himself/herself and others.
- Develops partnerships with Saudi Arabian businesses and agencies in order to provide mentoring to students as they enter the university, and creates internships, works/study positions and eventually professional positions for PMU graduates.
- Works diligently to assure that PMU students receive good minimal health care, and are encouraged to maintain mental and physical wellness, which are positive traits for professionals who contribute greatly the KSA.

Organizational Structure and Services:

The Division of Student Affairs includes three departments:

Department of Campus Life: The department offers a variety of programs and services that are intentionally designed to complement and enhance the student's educational experience at PMU. While students sharpen their intellectual skills in the classroom, programs in campus life are design to complement classroom learning through experiences, group work, and activities. These programs also provide a variety of opportunities for PMU students to develop additional skills in their six core competencies.

The primary goals of the Department of Campus Life, therefore, include providing programs to orient new students to the university, providing opportunities for student involvement and leadership, developing programs to develop lifelong recreational skills, providing a safe, orderly and positive campus climate, and eventually developing a safe and supportive residential community.

Department of Career Services: The department exists primarily to assist students with the transition from education to work. Secondly, the department works with graduates who need assistance in job transitions. The Career Services staff develop relationships on and off campus with students, faculty and staff, along with employers and community resources. Through these relationships, Career Services staff serves the constituents and establish the liaisons essential for effective service. Setting up Career Services as a distinct and separate function on campus sets PMU apart from the majority of other local university options.

Department of Health Care and Counseling Services: The department provides compassionate care, promotes each student's ability to seek appropriate care and treatment in both mental and physical health, respond to emergencies, and educates students toward balanced physical and mental health and wellness. The department maintains a Health Care and Counseling Center that provides an environment designed to help students reach their potential as persons, by encouraging their spiritual, academic, social growth.

PMU ORGANIZATION

The underlying management of PMU is a decentralized authority to the lowest possible level, with high accountability for outcomes at all levels. This focus on assessment and accountability permeates the university structure at all levels.

In order to succeed, this administrative style requires that job parameters be broadly but clearly defined and that measurable outcomes for assessment be specified. It requires also that regular training be provided at all levels to ensure that personnel both acquire and stay up-to-date on all necessary skills. Finally, it requires that position holders, in order to facilitate creativity and excellence, be free to operate within the defined parameters of their position without micro-management by their supervisors.

Unique Role for the Rector: Central to the success of this administrative philosophy is the need to focus the Rector's position on external relations rather than detailed management University operations. This focus is critical for a number of reasons:

- PMU is a private university that does not receive government subsidies. Therefore, ongoing, external fiscal support must be cultivated and an endowment must be built. These efforts require a major commitment of the Rector's time.
- PMU wishes to integrate itself into its surrounding community. Building business and civic relationships that result in internships for students, and providing community leadership rather than academic isolation also require large portions of the Rector's time.
- PMU desires to develop a university environment in which a sense of community is central to the student's educational process. Building such a community also requires significant involvement of the Rector.

The decentralized structure enables the Rector to view and manage the broad structure of the university with the goal of ensuring that each of the institution's components accepts appropriate responsibility and fulfills its role in creating a technology infused, learning-centered community.

Governance Boards: PMU is regulated by the laws of higher education in the Kingdom of Saudi Arabia. It is governed by bodies created under those laws and according to internal policies and practices of the university.

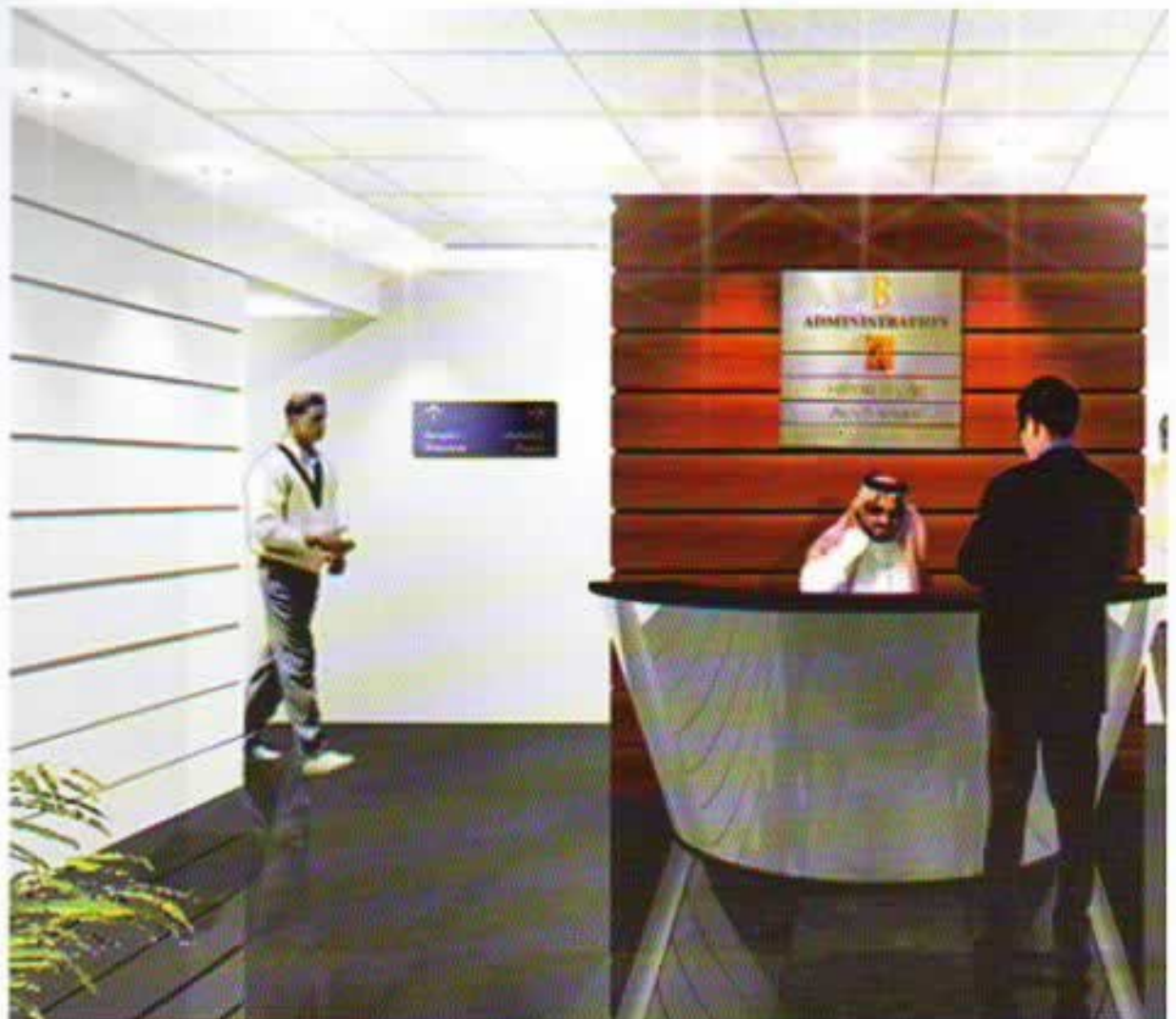
While these bodies themselves are created by laws of the Kingdom, they nonetheless have the authority to perform in a way that can create a unique institution. The establishment and practical implementation of university policies and practices are fundamental to directing administrators and faculty, overseeing student learning and outcomes, and establishing the character of PMU as a learning-centered environment.

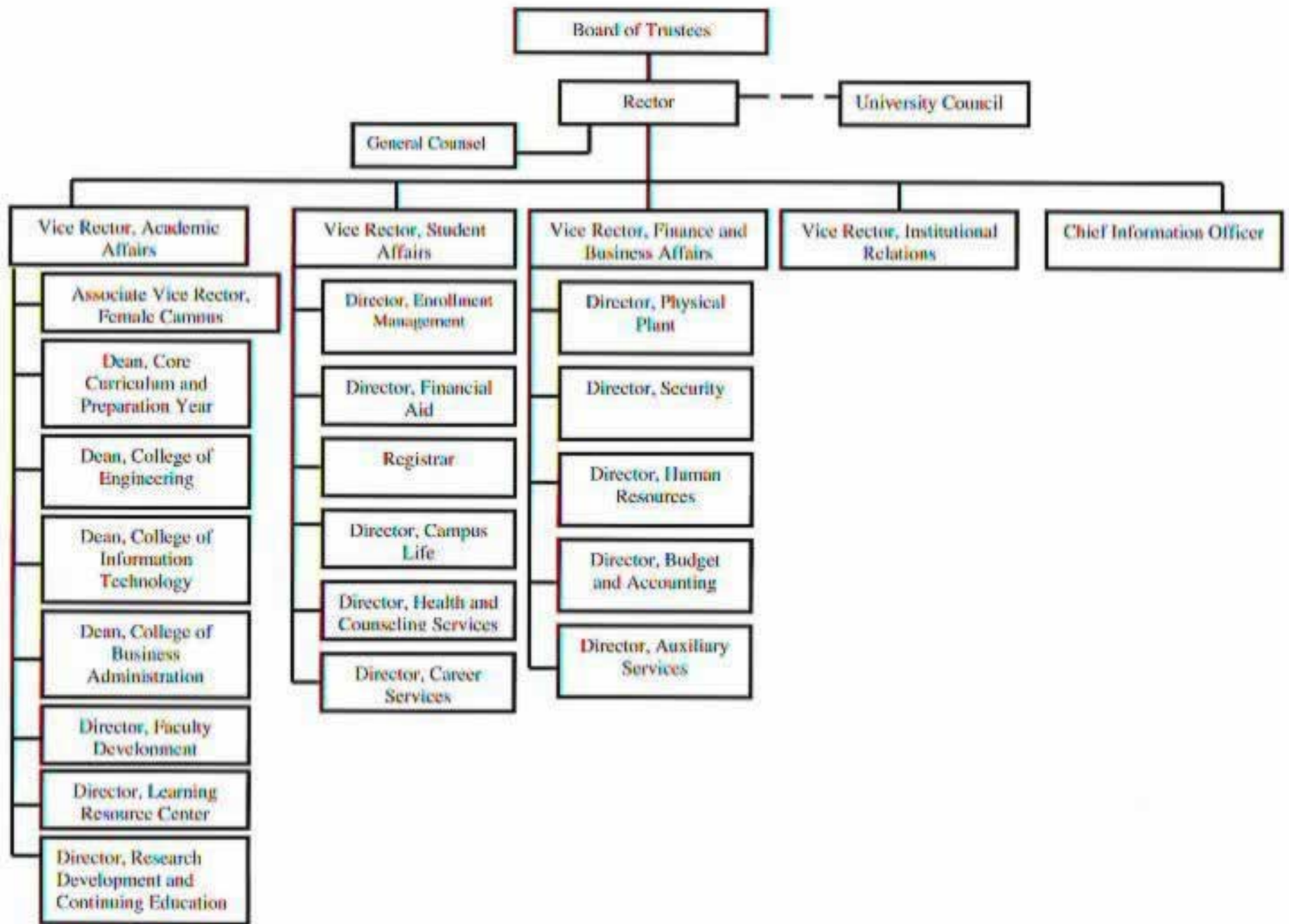
The university's two most senior governance boards are:

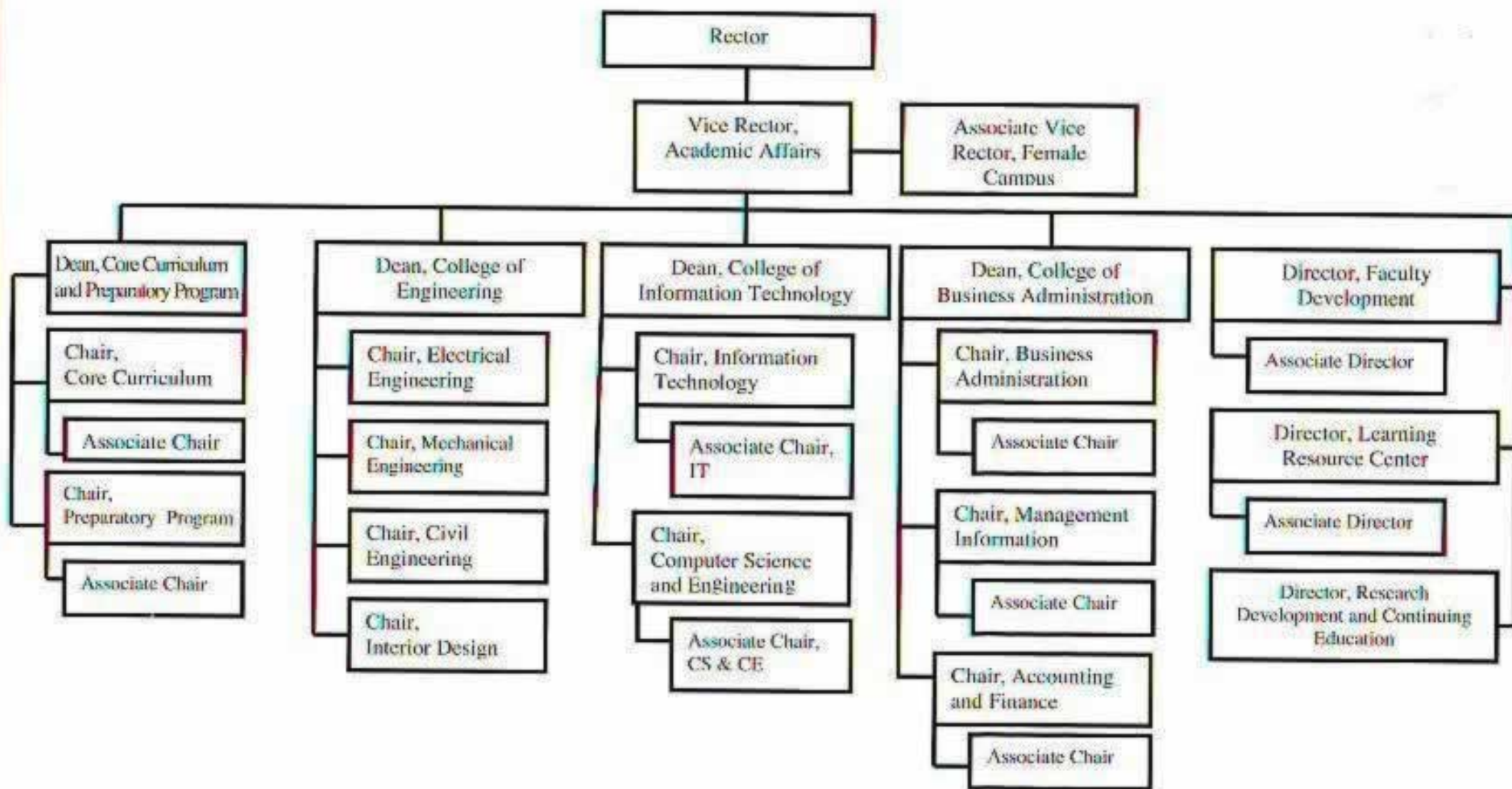
University Board of Trustees: The board has the legal authority to provide for the maintenance, support, and direction of PMU, including the establishment of goals consistent with the role and mission of the university and the development of all governing policies of the institution. The board has fiduciary responsibility for the university. The board has the hiring authority for the Rector. In addition, it oversees functions that include the erection, equipment, and repair of buildings; the purchase all supplies; and the employment, discharge and compensation of all employees.

University Council: The council serves as an executive committee for the university and the primary advisory group for the Rector. It focuses on university management, institutional innovation and ideas, recommends program priorities, and works with the Rector to support them.

The following pages illustrate the administrative and academic structure of the university at full operation.









جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

PMU IN BRIEF

PMU IN BRIEF

