

Prince Mohammad Bin Fahd University
(Under Registration)

✦ **EXECUTIVE MBA CURRICULUM** ✦
DESIGN
Final Report

27 August 2004

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 **PREFACE**

This report, *Executive MBA Curriculum Design*, is submitted in partial fulfillment of Item IV.H. of the Contract between the Texas International Education Consortium (TIEC) and the Prince Mohammad Bin Fahd University (PMU) Founding Committee to facilitate the establishment of the PMU. This report is the final version of the deliverable *Executive MBA Curriculum Design*, one of two deliverables being prepared by the Business Programs task team under the guidance of the TIEC Project Management Team. The task team consists of experts from several TIEC-affiliated universities who are experienced in the development and delivery of graduate level programs in business.

The curriculum presented in this document provides for awarding the degree Master of Business Administration to working professionals. These advanced students will study independently from undergraduate students, though they will use the facilities of the PMU College of Business Administration. As a graduate level program, all courses have been developed separate from the undergraduate curriculum as a complete degree sequence.

The EMBA is the first graduate-level program to be offered by the PMU. Therefore, it is important that the initiation of this degree program be planned carefully to use strong full-time faculty and selected part-time practitioners who can orient the program to the needs of the participants and add to the vision of community service that the PMU aspires to achieve.

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Texas International Education Consortium

27 August 2004

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Dammam, Saudi Arabia

**EXECUTIVE MBA CURRICULUM DESIGN
DRAFT REPORT**

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EXECUTIVE MBA CURRICULUM DESIGN

I. EXECUTIVE SUMMARY

This report develops a 45 credit-hour Executive MBA (Master of Business Administration) Program for 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 Wednesday and Thursday, which would be comparable to the typical meeting days in the United States of Friday and Saturday. Those days, however, can be changed to meet local conditions and preferences. The report also presents options that enable the program to be completed in 2½, 3 or 4 years.

The Executive MBA program will 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 will emphasize the work and managerial experiences of the applicants. Initially the program will require successful applicants to have a minimum of five years of management experience. Once the program is established, this requirement may be increased to attract more experienced entrants. This increased level of experience will 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 the students will 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 PMU Executive MBA program will be an MBA program designed for working professionals. These professionals will have significant work experience after the undergraduate degree and will come from diverse educational backgrounds. The program will be 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)

As it makes this vision a reality, the PMU Executive MBA program will enroll about 70% non-business undergraduate majors. All participants will have advanced to a point in their careers where an understanding of business concepts is essential to job performance and career advancement.

The program will be structured so that participants can complete the program in two years while maintaining their full time professional work responsibilities. All participants in the program will be full time employees of organizations or will be self employed in their own, established businesses.

The PMU Executive MBA program will be a general management program. It will not present in-depth coverage of any of the traditional functional business areas. The goal of the program will be to create the general understanding of business required of a general manager.

Primary characteristics of the program will include:

- Each entering class will consist of approximately 30 program participants.
- Both male and female students will be enrolled in the program.
- Instruction will be in the English language.
- The program will be housed physically and administratively within the College of Business Administration.
- The classroom environment will encourage discussion among the participants and the sharing of their business experiences.
- The PMU Executive MBA program will 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 will seek to achieve a number of key learning objectives in its graduates:

- To create an understanding of the concepts and practices of business from a general management perspective.
- To enhance the competencies of the participants to enable them to become the next generation of business leaders.

- 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 will maintain consistent values with the undergraduate goals of the university. The development of six distinctive competencies (discussed in detail in the report *Undergraduate Core Curriculum*) are considered to be of value to all effective professionals, whether they are advancing their education at the graduate or undergraduate level. The six PMU defining competencies are:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence.
- Teamwork
- Leadership.

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. The options selected for the final PMU program will depend on the university's goals.

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 with undergraduate degrees in business, most programs require a significant amount of work experience, usually a minimum of five to seven years. Applicants with non-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 typically are 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 will be administered as a division of the College of Business Administration. As such, it will fall 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, will have a unique structure within the university. The Executive MBA program will be managed jointly by the Chair of Business Administration and the Director of Research Development and Continuing Education. Their charge will be 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 will set the tone for the entire program, including the relationship with participants and their employing organizations. Smoothly run operations, therefore, will be 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 will 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 should make 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 should streamline the process by providing a single point of contact. Students should be able to register for their courses directly through the Executive MBA program. Bills for each semester should be 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 will 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 should be 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 should be published and followed from the first day of each academic program. This calendar should show the meeting dates for the entire two year course of study. This will allow students to plan their schedules, so that they miss a minimum number of classes. It also will let students know in advance the dates for which they must prepare materials. This will help 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 will be 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 should establish 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 should select individuals for the class to meet that profile.

The PMU Executive MBA program will be designed to accept both male and female students. The requirement that program participants be currently employed, however, may reduce the number of females who are eligible for the program. The relative numbers of males and females will be determined at the time of the program's implementation.

The application deadline for admission to the Executive MBA program will be the same as that established in the report *PMU Admissions Plan* for undergraduate admissions. The initial application deadline will be July 1. Deadline for final submission of supporting paperwork will be 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 will be required. However, the university should admit students with a variety of undergraduate degrees, not just business. It may even be desirable to limit the number of entrants with business degrees.

While not as necessary for working adults as it is for persons with a background only as students, the applicant's undergraduate record also should be considered. Undergraduate grade point average can be a good indicator of an applicant's ability to complete this program.

B. WORK EXPERIENCE

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

Each class should represent a variety of industries and organizations. There should be no overwhelming number from a single industry or organization.

Students should represent a variety of functional responsibilities within their organizations. There should not be, for example, a class made up entirely of civil engineers or accountants.

Varying levels of managerial responsibility also should be represented. Setting this requirement at a high level will result 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 will be determined at the time the PMU Executive MBA program is instituted. For reference, however, it should be noted that admission to undergraduate degree studies at the PMU will require 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 may wish to require 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.

Performance standards for this test will be set at the time the PMU program is established. 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 should 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 should 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 should 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 should be personally interviewed by a committee of program administrators and faculty. The interview will provide an opportunity to see the candidate in a setting of personal interaction and thus can help to determine whether or not the candidate has the right skill set for the program.

For self-employed applicants, the interview should also serve to determine whether the applicant will have 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 will be critical to the program's quality and success of the program. While it is anticipated that the faculty for the program will be drawn from the faculty of the PMU College of Business Administration, care must therefore be taken in their selection.

Faculty assigned to the Executive MBA program must be chosen for a combination of their academic credentials, work experience, and ability to work with adult business professionals. The basic criteria for these faculty should include:

A. DEGREES AND TEACHING EXPERIENCE

Faculty members should 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 may be supplemented by carefully selected non-academics, but the core functional areas must be taught by faculty trained in those areas.

B. WORK EXPERIENCE

All faculty should have some work experience in the discipline. The amount of work experience will depend on the level of the students. The more experience the students have, the more will be 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 should 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 will be taught in English. All faculty, therefore, must have achieved proficiency in the English language. Preference will be 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 will share 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 will be required from 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 will be a necessity. A sensitivity to Arab culture is also a necessity.

Faculty must be able to lead case discussions in the classroom. These discussions will be a basic part of instruction and learning in the program. Faculty, therefore, must be comfortable in this type of classroom environment. Faculty must be able to facilitate discussion and lead the discussion to the desired major points.

Faculty must be able to reconcile differences between theory and practice. The instructor must be able 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 will be important to recognize these aspects and address them from the first day of the program.

A. CONTENT OF THE PROGRAM

The Executive MBA program will be 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 will not be an in-depth exploration of the various functional areas of business, it may take 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, may furnish 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 recommended 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 will make. The student's employer also must provide a official recognition of participation and a willingness to give the student the time necessary to complete the program.

Participants will have multiple and sometimes conflicting reasons for being in the program. Reasons will include:

- Job advancement and pay increase
- Self-actualization and self-esteem
- Career change
- Change of organization

Some participants will try to get through the program with the minimum amount of work. Others will be disappointed by anything less than the top score in each course.

The quality of the participants will determine 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 will be addressed in detail in Section V. Admission Requirements and Selectivity.

The entire program will benefit from each class being as diverse as possible. Such diversity will come 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 will benefit the overall environment, because it will create the opportunity for participants to learn from their peers. Participants in a diverse program will 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 will be 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 will have one section of 30 students, the entire class.

A size of 30 will enable a highly interactive classroom environment, with maximum classroom discussion. It will enable a shared learning environment that builds significantly on the comments of students. Classes will be 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 will create 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 will provide ample opportunity for the sharing of ideas.

3. Maximum and Minimum Sizes

This size aligns well with quality programs at other universities. A program in which the goal is to present material to as many students as possible but still allow for some discussion will 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 will be offered in a “cohort” structure – that is, each class of entering students will begin in the fall only and will take the same courses at the same time. Each class will be 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 will follow gender separation policies established by the PMU in accordance with practices in the KSA. Closed circuit television will be 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 will be 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 will have a different responsibility in his or her home organization.

Once formed, teams will stay together for the entire program.

Gender separation policies will be followed. Teams will contain either all male or all female membership.

2. Function of Teams

a. Team Meetings

Teams will meet at least once during the period between class sessions. These meetings will provide an opportunity for participants to discuss assignments from the previous sessions and to prepare for upcoming sessions. These team meetings will be a valuable learning experience for students, because they will create a venue for sharing and learning from others. The team environment will replicate and reinforce the work environment, which often relies heavily on teams. The team will be the main support group for each member of that team.

b. Team Geography

Because teams will be expected to meet regularly and as often as possible, geography will be an important consideration in their creation. A similar geographical base will facilitate meetings.

Though technology can be used to facilitate meetings, every team should also meet 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 can be 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 will be able to accommodate the entire Executive MBA program (assuming it is organized on a two year completion schedule) in the College of Business Administration building with two 30-student horseshoe shaped rooms.

Projection equipment should be provided in the classroom that makes a presentation readable from any location. This equipment should provide access to the standard overhead projection of hard copy materials, PowerPoint presentations, and access to Internet-based materials.

2. Class Participation

Most importantly, there must be 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 will 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 should be supplemented with regional publications. In addition to general business publications, access to an archive of scholarly publications also can be 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 should be supplemented with regional information.

Appendix A lists several potential sources for such information.

The preferred way for students to gain access to these materials is electronically through the university. This access should be 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 will require students to maintain minimum standards of academic performance. Using a 4.0 scale for course grades, the department will require 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 will take that course only during the following year.

There will be 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 may 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 will be 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 can provide a valuable bridge between the student's full time employment and university class sessions. Almost all members of the class will travel as part of their job during the time the program is in session. Information technology will provide a way for them to stay in touch with their team – and even “virtually” attend team meetings that they might otherwise miss. Technology can facilitate the submission of exams and other materials when students are away from campus. It can provide 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 will be essentially a participatory experience in which working professionals and experienced faculty will discuss and share experiences in and insights concerning business practice and concepts.

The use of technology, therefore, should be used as a supplement to the classroom experience and the team approach, not in their place. This will be important throughout the curriculum. It will manifest itself in two particular ways.

1. Student Computing

Students in the Executive MBA program will be required to have a laptop computer loaded with the Microsoft Office suite of business software. These software programs will provide the functions necessary for the program.

Students will have access to the same technology-infused environment as the undergraduates, faculty, and staff of the PMU, including wireless Internet access. Internet access will allow seamless communication among students, faculty and administration and will make large amounts of information readily available. Internet access also allows the electronic submission of exams and other materials.

Students will be expected to prepare class assignments and make presentations to the class using their computers. They will not, however, be expected to use the computers to take notes in class.

The classroom environment of the Executive MBA program will be fundamentally different from an undergraduate classroom in that it will consist mostly of student participation and will 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 recommended for the PMU Executive MBA program, therefore, include such supplements, which the instructor may choose 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 will take four sections of this program – economics, statistics, accounting, and finance. The primary purpose will be to ensure that all students are at the same level of understanding of this material at the beginning of the program. These materials will be 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 will ensure 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 can provide additional supplements to the classroom environment. Among them, closed circuit television will be used to provide identical instruction to male and female students in separate locations. This will be important, since in order to maintain common standards and a rich educational experience for all students in the program, it will be essential that each student hears the same content and discussion. Having two different instructors or even the same instructor teach the students at different times will diminish the learning experience for all.

Distance learning technologies, however, should not be 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 will be available for all faculty and students at the PMU. Some of the technologies and applications most useful for the Executive MBA program will be:

1. **“Smart” Classroom Equipment**

Facilities used for the Executive MBA program will have the same “smart” classroom capabilities that infuse the entire PMU campus. Especially important for this program will be Internet access and the ability for students to make presentations to the class. The presence of DVD and VCR equipment will be 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 will be an important way for the program to reach all participants. It will provide a convenient way for team members to stay in touch with one another. It will provide 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 will be the basis for the electronic submission of materials to faculty and to students.

All students in the program will 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, should be kept in a common, frequently updated, and easily accessible location as an alternate method of communication.

3. **Chat**

Student access to chat rooms will facilitate “live” on-line discussions of topics covered in class. Chat software will make 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 can be set up for various course topics; others can be 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 will be provided both on-campus and for remote users. Providing both these options for access will be 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 recommended 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 also are presented.

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. This number can be adjusted to fit additional local concerns.

- All courses will be three credit hour courses.
- Each three credit hour course will meet for 45 contact hours.
- The Executive MBA program will require 15 courses of 45 credit hours each, for a total of 675 contact hours.
- All semesters are 15 weeks long.
- All meeting days are eight hours long, except as noted in the three- and four-year alternatives.
- Each semester starts with a one-day residency session.

B. LENGTH OF PROGRAM

It is recommended that the PMU Executive MBA program be two years in length. In that case the program must meet the following meeting conditions:

1. Two Year Program

- The program will be completed in four semesters over two calendar years. These will be the usual fall and spring semesters. There will be 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 will take three courses in one semester (1) and four courses in three semesters (2, 3, and 4).
- The three-course semester (1) will meet a total of 17 days, and each meeting day will be 8 hours long. The meetings will be every other week, with an additional meeting in Week 2.
- The four-course semesters (2, 3, and 4) will meet a total of 23 days, and each meeting day will be 8 hours long. The meetings will be held on the first three weekends of each month.
- The meeting schedule is shown in a table in Appendix B: Class Schedules for Programs of Different Length
- Each semester begins with a one day residency session on the first day in the first weekend. Regular classes for the semester will begin on the second day of that weekend.

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 following conditions would apply:

2. Two-and-One-Half Year Program

- This program avoids a schedule that requires class meetings on three weekends out of four, as occurs in the final three semesters of the two-year schedule. Classes will be offered in the usual fall and spring semesters. There will be no classes in the summer
- In this format the student takes three courses each semester for five semesters. The meeting schedule for all semesters is the same as the first semester in the two year program – seventeen meeting days of eight hours each, meeting every other week with an additional meeting in Week 2.
- The meeting schedule is shown in a table in Appendix B: Class Schedules for Programs of Different Length

3. Three Year Program

- The program will be completed in six semesters over three calendar years. These will be the usual fall and spring semesters. There will be no classes in the summer.
- Students will take three courses in three semesters (1, 3, 5) and two courses in the other three semesters (2, 4, 6).
- The three-course semesters (1, 3, 5) will meet according to the same schedule as the two-and-a-half year program.
- The two-course semesters (2, 4, 6) will meet every other week for a total of 15 days. Each meeting day will six hours long.
- The meeting schedule is shown in a table in Appendix B: Class Schedules for Programs of Different Length

4. Four Year Program

- The program will be completed in eight semesters over four calendar years. These will be the usual fall and spring semesters. There will be no classes in the summer.
- Students will take two courses each semester except the final semester, which will require one course.
- The two-course semesters will meet every other week for a total of 15 days. Each day will be six hours long.
- The one-course semester will meet every other week for a total of eight days. Each day will be six hours long.
- The meeting schedule is shown in a table in Appendix B: Class Schedules for Programs of Different Length

C. TYPICAL CALENDARS

The Executive MBA program follows the typical 15-week fall/spring semester schedule. The number of contact hours in each semester will depend on whether the program is following the two, two-and-one-half, three, or four year format.

The tables below show the format for the recommended two year program. Optional formats based on other program lengths follow.

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	135	September through December	Semester	180	January through May

SECOND YEAR CALENDAR – EXECUTIVE MBA CURRICULUM					
FIRST SEMESTER			SECOND SEMESTER		
Session	Contact Hours	Calendar	Session	Contact House	Calendar
Semester	180	September through December	Semester	180	January through May
Graduation – May-June					

D. COURSE SCHEDULES

Within the typical meeting format defined in Section C above, a number of options exist for the schedule by which class sessions are held. The options below, which are based on Executive MBA programs in the United States, illustrate schedules for two, three and four year programs.

For the most efficient and easiest to implement program, classes during the two-year program should meet every other week.

1. Course Schedule Options

2 YEAR PROGRAM – Recommended Schedule

Semester 1			Semesters 2, 3, 4		
Day	Classes, Hours	Contact Hours	Day	Classes, Hours	Contact Hours
Wednesday	1 class, 5 hrs. 20 min. 1 class, 2 hrs. 40 min.	8	Wednesday	2 classes, 4 hours each	8
Thursday	1 class, 2 hrs. 40 min 1 class 5 hrs. 20 min	8	Thursday	2 classes, 4 hours each	8
Classes meet every other week with an extra meeting in Week 2 for a total of 17 meetings.			Classes meet three weeks out of every four each month for a total of 23 meetings.		
Semester Total		135*	Semester Total		180**

**Actual total is 136. Instructor has the option of occasionally dismissing class early in order to reach the required 135 total.*

***Actual total is 184. Instructor has the option of occasionally dismissing class early in order to reach the required 180 total.*

2. Additional Meeting Schedule Options

The following program lengths are presented as possible options. They are not the recommended approaches but are presented to show how the previous developments fit into such a structure.

2½ YEAR PROGRAM

All Semesters		
Day	Classes, Hours	Contact Hours
Wednesday	1 class, 5 hrs. 20 min. 1 class, 2 hrs. 40 min.	8
Thursday	1 class, 2 hrs. 40 min 1 class 5 hrs. 20 min	8
Classes meet every other week with an extra meeting in Week 2 for a total of 17 meetings.		
Semester total		135*

**Actual total is 136. Instructor has the option of occasionally dismissing class early in order to reach the required 135 total.*

3 YEAR PROGRAM

Semesters 1,3, 5 (3 courses)			Semesters 2, 4, 6 (2 courses)		
Day	Classes, Hours	Contact Hours	Day	Classes, Hours	Contact Hours
Wednesday	1 class, 5 hrs. 20 min. 1 class, 2 hrs. 40 min.	8	Wednesday	1 class, 6 hours each	6
Thursday	1 class, 2 hrs. 40 min 1 class 5 hrs. 20 min	8	Thursday	1 class, 6 hours	6
Classes meet every other week for a total of 17 meetings.			Classes meet every other week for a total of 15 meetings.		
Semester total		135	Semester Total		90

4 YEAR PROGRAM

The format for the four year program includes six hour meeting days.

In semesters 1 through 7 (two-course semesters) the meeting schedule is the same as the two-course semesters in the three year program.

In Semester 8 (one-course semester) the meeting schedule will be seven and one half days for six hours each day.

X. EXECUTIVE MBA CURRICULUM

The PMU Executive MBA will be a 45 credit hour program. All courses carry three hours of credit and all courses are required of all students.

The program will provide a general management overview of the functional areas of business. The Executive MBA is designed to give general managers the knowledge and competencies they need for success regardless of their industry or organization. It will 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 will provide the basic skills that students will need for the program. The program will be distributed across a number of Residency Days at the start of semesters. It will be required of all students, though it will carry no credit.

Each semester will begin with a Residency Day. The purpose of this day will be two-fold. It will be used to review the concepts from the preparation materials that are necessary for that semester. It will also be used to provide an overview of each course that will be taken that semester. Students, especially those without business degrees, will use this day to become familiar with the key concepts of the upcoming semester.

B. PREPARATION MATERIALS

The preparation program will be 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.

For the two year program, each student will use the CD to prepare the accounting and economics modules before the start of Semester 1. The Residency Day of Semester 1 will review these materials. Similarly, students will prepare the quantitative analysis and finance modules before the start of Semester 2. The Residency Day of Semester 2 will review these topics. This approach will ensure that all participants in the program have at least minimal background in these four fundamental areas.

In the two-and-one-half year and three year programs, students will prepare accounting and economics before Semester 1, quantitative analysis before Semester 2, and finance before Semester 3.

In the four year program, students will prepare accounting before Semester 1, economics and quantitative analysis before Semester 2, and finance before Semester 3.

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
- People and Organizations
- Strategy
- Managerial Decision Making
- Management Information Systems
- Production Management
- Marketing
- International Business
- Individual Project or Business Plan
- The Legal Environment of Business
- Investment and Portfolio Management
- Electronic Commerce

D. OPTIONAL ADDITIONS

The PMU may elect to offer a number of options that are common among Executive MBA programs. These options, which would be offered in addition to the Preparation Course, Core Courses and PMU Competencies Courses, could 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 would run 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.
- **Electives** – the curriculum may contain electives created to take advantage of the local business environment. Electives are typically offered during the last semester of the program. Any elective will be taken in addition to the courses currently listed in the program. Electives also will affect the meeting schedule by requiring more meetings. Electives are not recommended at the start-up of the program, but they may be added later according to the needs of local business and industry.

E. RECOMMENDED STRUCTURE FOR THE TWO YEAR PROGRAM

Combining the recommended calendars and recommended course schedules with the curriculum yields the following recommended Program Structure.

Any of the class meeting formats – two days every other week, one day every week (option one) or one day every week (option two) – will fit into the recommended structure or options presented below.

FIRST YEAR OF TWO YEAR PROGRAM					
SEMESTER ONE			SEMESTER TWO		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 1312	Financial Accounting	3/45	EMBA 2311	Managerial Accounting	3/45
EMBA 1313	Organizations and People	3/45	EMBA 2312	Marketing Management	3/45
EMBA 1314	Managerial Economics	3/45	EMBA 2313	Quantitative Analysis	3/45
			EMBA 2314	Finance	3/45
	Total	9/135		Total	12/180

SECOND YEAR OF TWO YEAR PROGRAM					
SEMESTER THREE			SEMESTER FOUR		
	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 3311	Electronic Commerce	3/45	EMBA 4311	Legal Environment	3/45
EMBA 3312	Operations Management	3/45	EMBA 4312	Strategic Management	3/45
EMBA 3313	Management of Information Systems	3/45	EMBA 4313	Project	3/45
EMBA 3314	International Business	3/45	EMBA 4314	Investment Management	3/45
	Total	12/180		Total	12/180

F. COURSE SEQUENCING FOR OTHER OPTIONS

In the event that the two-and-one-half, three, or four year options are offered, the course sequences are as follows for each. These can easily be translated into the structure of the previous section for implementation.

1. Two-and-One-Half Year Program

FIRST YEAR OF 2½ YEAR PROGRAM					
SEMESTER ONE			SEMESTER TWO		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 1312	Financial Accounting	3/45	EMBA 2312	Marketing Management	3/45
EMBA 1314	Managerial Economics	3/45	EMBA 2312	Quantitative Analysis	3/45
EMBA 1313	Organizations and People	3/45	EMBA 2311	Managerial Accounting	3/45
		Total			9/135

SECOND YEAR OF 2½ YEAR PROGRAM					
SEMESTER THREE			SEMESTER FOUR		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 2314	Finance	3/45	EMBA 3311	Electronic Commerce	3/45
EMBA 3312	Management of Information Systems	3/45	EMBA 3313	International Business	3/45
EMBA 3312	Operations Management	3/45	EMBA 4311	Legal Environment	3/45
		Total			9/135

THIRD YEAR OF 2½ YEAR PROGRAM		
SEMESTER FIVE		
Course Number	Course Title	Credit / Contact Hours
EMBA 4312	Strategic Management	3/45
EMBA 4313	Project	3/45
EMBA 4314	Investment Management	3/45
		Total

2. Three Year Program

FIRST YEAR OF THREE YEAR PROGRAM					
SEMESTER ONE			SEMESTER TWO		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 1312	Financial Accounting	3/45	EMBA 2312	Marketing Management	3/45
EMBA 1314	Managerial Economics	3/45	EMBA 2312	Quantitative Analysis	3/45
EMBA 1313	Organizations and People	3/45			
		Total			6/90
		9/135			Total

SECOND YEAR OF THREE YEAR PROGRAM					
SEMESTER THREE			SEMESTER FOUR		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 2314	Finance	3/45	EMBA 3311	Electronic Commerce	3/45
EMBA 2311	Managerial Accounting	3/45	EMBA 3312	Operations Management	3/45
EMBA 3312	Management of Information Systems	3/45			
		Total			6/90
		9/135			Total

THIRD YEAR OF THREE YEAR PROGRAM					
SEMESTER FIVE			SEMESTER SIX		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 4312	Strategic Management	3/45	EMBA 4313	Project	3/45
EMBA 4311	Legal Environment	3/45	EMBA 4314	Investment Management	3/45
EMBA 3313	International Business	3/45			
		Total			6/90
		9/135			Total

3. Four Year Program

FIRST YEAR OF FOUR YEAR PROGRAM					
SEMESTER ONE			SEMESTER TWO		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 1313	Organizations and People	3/45	EMBA 1314	Managerial Economics	3/45
EMBA 1312	Financial Accounting	3/45	EMBA 2313	Quantitative Analysis	3/45
	Total	3/90		Total	6/90

SECOND YEAR OF FOUR YEAR PROGRAM					
SEMESTER THREE			SEMESTER FOUR		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 2314	Finance	3/45	EMBA 2311	Managerial Accounting	3/45
EMBA 2312	Marketing Management	3/45	EMBA 3314	International Business	3/45
	Total	6/90		Total	6/90

THIRD YEAR OF FOUR YEAR PROGRAM					
SEMESTER FIVE			SEMESTER SIX		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 3312	Operations Management	3/45	EMBA 4311	Legal Environment	3/45
EMBA 3313	Management of Information Systems	3/45	EMBA 3311	Electronic Commerce	3/45
	Total	6/90		Total	6/90

FOURTH YEAR OF FOUR YEAR PROGRAM					
SEMESTER SEVEN			SEMESTER EIGHT		
Course Number	Course Title	Credit / Contact Hours	Course Number	Course Title	Credit / Contact Hours
EMBA 4312	Strategic Management	3/45	EMBA 4313	Project	3/45
EMBA 4314	Investment Management	3/45			
	Total	6/90		Total	3/45

XI. COURSE SYLLABI

A. COURSE NUMBERING SYSTEM

A common system for naming courses will be 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.