



**Module Handbook
Study Program
Master of Arts in Business Administration**

MBA Master of Arts Business Administration

Module Handbook

at

**The Schiller International University
Heidelberg Campus
Academic Year 2020-2021**

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Module Handbook
Study Program
Master of Arts in Business Administration

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1. Qualifications Profile

This 36-credit MBA program concentrates on managerial aspects of finance and accounting, marketing, and management.

Admission: Completion of a bachelor's degree or equivalent in business administration or completion of a bachelor degree in a related field.

Note: Students who have not completed two undergraduate accounting courses are to take BA513.

Graduation Requirements: A minimum of 36 semester credits at the graduate level composed of courses listed as follows with a GPA of 3.0 or higher.

Objectives: Graduates of the MBA in Business Administration program will be able to demonstrate:

- Extended knowledge base.
- Ability to foster diversity and multicultural perspectives in business.
- Ability to drive and foster change and innovation.
- A honed sense of ethical standards, law, and lines of service.
- Critical thinking and well-developed analytical and decision making skills.
- Refined management leadership skills.
- Advanced use of information technology.
- Development of highly effective communication skills.

2. Overview: Modules and Courses

Module/Course Number and Tile (All modules/courses offered once within a 12-month period)		Assessment	Contact hours per week/ workload		
			Contact Hours	Self-Study	Credits: 3 US / 6 ECTS
Credit Totals US 36 ECTS 72	Required Core Modules/Courses				
IT 500***	Management Information Systems	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 501**	Organizational Behavior	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 510**	Business Economics	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 512**	Managerial Accounting	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 515**	Managerial Finance	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 522**	International Marketing	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 529**	Multinational Business Management	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 537	Productions and Operations Management	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 542**	Comprehensive Business Management Seminar	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 544**	Human Resources Management	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 560**	International Business Law	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 589**	Methods of Research and Analysis	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 513	Financial and Managerial Accounting	Participation 15% Exercises 25% Exam 30% Exam 30%	45	135	3 US / 6 ECTS

*** Required for the dual degree seekers with the University of Roehampton.

2 A. Additional module information

Module/Course Number and Title		Prerequisite	Module also found in other programs
IT 500***	Management Information Systems		MBA IB ¹ , MBA IT, MIM
BA 501	Organizational Behavior		MBA IB, MBA IT, MIM
BA 510**	Business Economics		MBA IB, MBA IT, MIM
BA 512**	Managerial Accounting	2 undergraduate accounting courses or BA 513	MBA IB, MBA IT, MIM
BA 515**	Managerial Finance	2 undergraduate accounting courses or BA 513	MBA IB, MBA IT, MIM
BA 522**	International Marketing		MBA IB, MBA IT, MIM
BA 529**	Multinational Business Management		MBA IB, MBA IT, MIM
BA 537	Productions and Operations Management	1 management course or BA 513	MBA IB, MBA IT, MIM
BA 542**	Comprehensive Business Management Seminar	At least 18 credits of graduate level courses incl. 1 management course	MBA IB, MBA IT ² , MIM ³
BA 544**	Human Resources Management		MBA IB, MBA IT, MIM
BA 560**	International Business Law		MBA IB, MBA IT, MIM
BA 589**	Methods of Research and Analysis		MBA IB, MBA IT, MIM
BA 513	Financial and Managerial Accounting		propaedeutic course -

*** Required for the dual degree seekers with the University of Roehampton.

¹ MBA IB – MBA International Business

² MBA IT – MBA Management of Information Technology

³ MIM – MIM Master of International Management



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3. Modules and Courses: Important information and detailed syllabi

Important Information regarding module assessments

Examinations: all examinations -midterm and final - are two hours long.

Each module syllabus contains information regarding the lengths of the paper, due date etc. additionally, instructors will inform students about relevant specifics and all course specific materials will be uploaded to the student online learning portal.

Paper/Written Assignment: where otherwise not indicated, papers/written assignments must consist of 2500 words, plus or minus 10%

VERY IMPORTANT MESSAGE!

PLEASE NOTE THAT FOR ALL PAPERS COMPLETED AS PART OF THE FOLLOWING MODULES SIU EXPECTS YOU TO APPLY THE PRINCIPLES OF GOOD ACADEMIC CONDUCT, SPECIFICALLY THE USE PLAGIARISM SOFTWARE (e.g., SAFE ASSIGN AS FOUND ON BLACKBOARD); STYLE AND REFERENCING/BIBLIOGRAPHY AS SPECIFIED IN THE SYLLABI (APA FORMAT). FAILURE TO APPLY THESE GUIDELINES WILL BE REFLECTED IN THE GRADE AWARDED.



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3.1. IT 500 Management Systems

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

IT 500 – Management of Information Systems: This course is a comprehensive overview of information systems and the management of these functions. Emphasis is made on introducing computer hardware, software, procedures, systems, and human resources. The course will include discussions and readings on conceptual and practical foundations of information-processing systems support for management. Topics include decision-making functions, computer system project management, and economic, ethical, and legal considerations of management information systems, system implementation, and evaluation.

Required Resources

Laudon, K. & Laudon, J. (2017). *Management Information Systems: Managing the Digital Firm* (15th ed.). Pearson.

Additional Reading and Supplemental Texts:

El-Gayar, O., Scharl, A., & Leung, P. (2019). Introduction to the minitrack on sustainability in the fourth industrial age: Technologies, systems and analytics. Paper presented at the Proceedings of the 52nd Hawaii International Conference on System Sciences 2019. [Open Access, Google Scholar, Kopernio]

Koivisto, J., & Hamari, J. (2019). The rise of motivational information systems: A review of gamification research. *International Journal of Information Management*, 45, 191-210. [Open Access, Google Scholar, Kopernio]

Wexler, S., Shaffer, J., & Cotgreave, A. (2017). *The big book of dashboards: Visualizing your data using real-world business scenarios*. New York: John Wiley & Sons, Incorporated. [E-Book Central Academic Complete, ProQuest]

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Determine the importance of a Management Information System, within an organization and the management strategies at work to create a competitive advantage.
- 2) Critically evaluate the performance of hardware, software, database, and networking technologies along with tools and techniques for security and control.
- 3) Reflect upon the core information system applications businesses are using today to improve operational excellence and decision making.
- 4) Evaluate the tools and techniques for building and managing systems in organizations.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.				

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3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.		X		X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision making processes, both orally and in writing, to specialist and non-specialist audiences.	X			X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X	X		X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause



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a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Information systems in the digital age Part 1 Information Systems in Global Business Today Part 2 Global E-business and Collaboration Part 3 Information Systems, Organizations, and Strategy Part 4 Ethical and Social Issues in Information Systems	1, 4	Discussion
2	Information technology infrastructure Part 1 IT Infrastructure and Emerging Technologies Part 2 Foundations of Business Intelligence: Databases and Information Management Part 3 Telecommunications, the Internet, and Wireless Technology Part 4 Securing Information Systems	2, 4	Discussion Midterm Exam
3	Key System Applications for the Digital Age Part 1 Achieving Operational Excellence and Customer Intimacy: Enterprise Applications Part 2 E-Commerce: Digital Markets, Digital Goods Part 3 Managing Knowledge Part 4 Enhancing Decision Making	1, 2, 3	Discussion
4	Building and Managing Systems Part 1 Building Information Systems Part 2 Managing Projects Part 3 Managing Global Systems	1, 2, 3, 4	Discussion Final Paper

Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam can include short answer questions, long answer essays and/or possible case studies of the instructor's choice.

Test content will focus on:

- Develop and understanding of the importance of a Management Information System, within an organization and the management strategies at work to create a competitive advantage.



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- Critically evaluate the performance of hardware, software, database, and networking technologies along with tools and techniques for security and control.

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

The topic for information systems may be drawn from one of the following or another topic approved by the instructor.

Topics

- Application of IS in Healthcare
- Application of IS in Logistics
- Application of IS in Public Safety (Fire, Police, Ambulance)
- Application of IS in Information Systems
- Application of IS in retail business (Brick and Mortar, Online)

The assignment must follow these formatting requirements:

- Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
- Include a cover page containing the title of the assignment, the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.
- If the work includes diagrams or screenshots created through the use of a snipping tool or print screen keyboard option. The completed diagrams/screenshots must be imported into the Word document before the paper is submitted.

Expectation: Concepts taught in the class should be reflected in the work. The instructor does not expect any creativity in the thoughts for a course paper submission, but a continuous connected flow of thoughts and writing skills will be expected. Work will be checked for plagiarism automatically using tools in place.

The submission should be at least 3000 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.2 BA 501 Organizational Behavior

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 501 – Organizational Behavior is designed to provide students with an understanding of the impact that individual and group behavior can have on organizational performance. It will stress differences in organization behavior across cultures. The course will also focus on the key factors that affect and shape organizational behavior. It will provide: practical examples; exercises and simulations; and methods for problem solving on behavioral issues.

Required Resources

Nelson, D.L and Quick, J.C. (2017). *ORBG 5* (5th ed.). Stamford, CT: Cengage.

Additional Reading and Supplemental Texts:

Chhetri, P. (2014). The role of cognitive and affective trust in the relationship between organizational justice and organizational citizenship behavior: A conceptual framework. *Business: Theory & Practice*, Vol. 16(2), pp. 170-178.

Dekas, K., Bauer, T., Welle, B., Kurkoski, J. & Sullican, S. (2013). Organizational citizenship behavior, version 2.0: A review and qualitative investigation of OCBs for knowledge workers at Google and beyond. *Academy of Management Perspectives*, Vol. 27(3), pp. 219-237.

Muneer, S. Javed, I., Syed, M., Khan, S. & Choi, S. (2014). An incorporated structure of perceived organizational support, knowledge-sharing behaviors, organizational trust and organizational commitment: A strategic knowledge management approach. *Pakistan Journal of Commerce & Social Sciences*, Vol 8(1), pp. 42-57.

Duffy, J. and Lilly, J. (2013). Do individual needs moderate the relationships between organizational citizenship behavior, organizational trust and perceived organizational support? *Journal of Behavioral & Applied Management*, Vol. 14(3), pp. 185-197.

Cha, J., Chang, Y. & Kim, T. (2014). Persona-organization fit on prosocial identity: Implications on employee outcomes. *Journal of Business Ethics*, Vol 123(1), pp. 57-69.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Formulate a plan to successful managers in any multinational or global organization.
2. Critically analyze the key aspects of organizational behavior and how they affect operational behavior.
3. Evaluate how individual factors, organizational design and structure and leadership impact organizational behavior
4. Analyze how ethnic and cultural diversity influence organizational behavior in an international level.
5. Assess the skills necessary to recognize, analyze, and solve behavioral issues at the individual, interpersonal and group levels.



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Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
8) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
9) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X	X	X
10) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X	X	X	X
11) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.					X
12) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.	X				
13) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.			X		X
14) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyse findings, identifying the limitations of the study within a written dissertation.					

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The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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Attendance and Participation Policy

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Course Topics

Week	Topic	Learning Outcome Addressed	Activities
1	<ul style="list-style-type: none"> Present organizational behavior Organizational behavior and opportunity Challenges for today's managers Individual processes and behavior 	1,2	Exercises Discussion
2	<ul style="list-style-type: none"> Personality, perception, and attribution Attitudes, emotions and ethics Motivation at work Learning and performance management, Stress and well-being. 	2,3	Discussion Case study Midterm Exam
3	<ul style="list-style-type: none"> Interpersonal processes and behavior Communication, work teams and groups Decision making and Leadership and followership Conflict and negotiation. Influence of ethnic and cultural diversity 	1,2,3	Discussion Exercises Case study Individual paper
4	<ul style="list-style-type: none"> Organizational processes and structure Jobs and design of work and Organizational design and structure Organizational culture Career management and Change Management 	1,2,3,4,5	Discussion Case study Final Exam

Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Exam(s) (40%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will



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include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Theories of international trade, exchange rates and open-economy macroeconomics. (LO 1)
- Issues such as international finance, income distribution, poverty and standard of living. (LO 2)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment

Learning Outcomes: 1, 2, 3, 4, 5

For this 1200 minimum word report, students are tasked with a research project to embark and explore the gaps in the literature by identifying the main causes of excessive deficits and the ways of avoiding them, using their selected countries of interest as a unique case study.

The instructor must approve your selected country or economy (Economic System) to avoid duplication in the course.

Please make sure the content of your paper is written in your own words and/or properly cited in APA format to avoid plagiarism. Papers have to be uploaded and run through SafeAssign on Blackboard. The requirements for this assignment include:

- **Length:** 1200 words (double spaced) excluding references, index, appendices, and cover page. Those sections must be included but do not count as project pages.
- **Text format:** double spaced, 12 point Times-New Roman font
- **References:** At least three (3) sound academic references are required
- **Citation:** APA style (**No citation = automatic F / 0 points**)

For *specific* assignment details, please refer to the *BA 510 Paper Brief* posted on Blackboard. The assignment worth 100 points and is due at the end of week 4. *Please note* that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

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- **Cheating:** Intentionally using unauthorized material. Infringing on academic rights of others.
- **Fabrication:** Intentional or unintentional invention or falsification.
- **Plagiarism:** Intentionally or unintentionally representing the words or ideas of another as one's own.
- **Facilitation:** Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.



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Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.3 BA 510 Business Economics

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 510 – Business Economics is an essential tool that enhances a manager's ability to make effective economic decisions. Because understanding concepts is more important than memorizing technics, this course examines both theory and practice so students conclude how to produce and apply information that is useful in day-to-day decision making. This course emphasizes the applicability of economic theory to both the business/internal dynamics of the business and the external circumstance under which businesses operate. The course provides the necessary knowledge, tools and understanding of economic discourse as a basis for the study of business as well as a background of the basic economic principles relevant to business.

Required Textbook Resource

Boyes, W. and Melvin, M. (2016). *Economics* (10th ed.). Stamford, CT: Cengage.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
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- Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Assess the main business economic theories that concern an organization and its market.
- 2) Judge the usefulness of these theories in the understanding of the operations of business.
- 3) Critically analyze the relationship between business economies and management.
- 4) Appraise the impact of fraud and recent accounting scandals on the stock market; distinguish between stocks and bonds, and why prices vary.
- 5) Reflect upon the effects of and use of tariffs, quotas and subsidies used to restrict the entry of foreign goods and promote the export of domestic goods.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.			X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.			X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.					X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.					
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.					
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.					

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The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;



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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none"> • The Wealth of Nations: Ownership and Economic Freedom; Scarcity and Opportunity Costs • The Market and the Price System • The Aggregate Economy • Unemployment and Inflation 	1,2	Discussion Case Study
2	<ul style="list-style-type: none"> • Macroeconomic Equilibrium: Aggregate Demand & Supply • Income and Expenditures Equilibrium • Fiscal Policy • Money and Banking; Monetary Policy 	1,2,5	Discussion Midterm Exam
3	<ul style="list-style-type: none"> • Macroeconomic Viewpoints: New Keynesian, Monetarist, and New Classical • Elasticity: Demand and Supply • Demand: Consumer Choice • Supply: The Costs of Doing Business 	1,2,3	Discussion Exercise
4	<ul style="list-style-type: none"> • Perfect Competition • Monopoly; Monopolistic Competition and Oligopoly • Markets and Government • World Trade Equilibrium 	1,2,3,4,5	Discussion Case study Individual paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Assessing the main business economic theories that concern an organization and its market. (LO 1)
- Judging the usefulness of these theories in the understanding of the operations of business. (LO 2)
- Reflecting upon the effects of and use of tariffs, quotas and subsidies used to restrict the entry of foreign goods and promote the export of domestic goods. (LO 5)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Analyze and evaluate a particular country or economy. Students are tasked with a research project to discover and explore the gaps in the literature by identifying the main causes of excessive deficits and the ways of avoiding them, using their selected countries of interest as a unique case study. All selected countries or economies (economic system) must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 510 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.



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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.4 BA 512 Managerial Accounting

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 512 – Managerial Accounting is an essential tool that enhances a manager's ability to make effective economic decisions. Because understanding concepts is more important than memorizing techniques, this course describes both theory and practice so students understand how to produce and apply information that is useful in day-to-day decision making. This course deals with all business sectors – non-profit, retail, wholesale, service, selling and administrative situation as well as manufacturing. The focus is on planning and controlling decisions, not on product costing for inventory valuation and income determination. Management accounting is the process of identifying, measuring, accumulating, analyzing, preparing, interpreting and communicating information that helps managers fulfill organizational objectives. This course builds upon the student's basic understanding of financial and managerial accounting by exploring in more depth the essential concepts of managerial accounting, including ratio analysis, budgeting and cost measurement. Prerequisite(s): Two undergraduate accounting courses or BA 513

Required Textbook Resource

Horngren, C.T., Sundem, G.L., & Stratton, W.O. (2014). *Introduction to management accounting* (16th ed.). Upper Saddle River, NJ: Pearson.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
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Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Evaluate managerial accounting principles, concepts and techniques to be applied to problem solving and decision-making processes.
- 2) Critically analyze case problems by applying the relevant principles, concepts and techniques of managerial accounting.
- 3) Present the main types of assets/elements in the balance sheet, cash flow statement, and income statement.
- 4) Assess the effects of the four major methods of accounting for inventories.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X		X	
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X		X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.		X		
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.		X		
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

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or other international academic opportunities, and intense interaction among people with diverse backgrounds.

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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

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Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Managerial Accounting, the Business Organization, and Professional Ethics• Introduction to Cost Behavior and Cost-Volume-Profit Relationships	1,2	Discussion Case Study
2	<ul style="list-style-type: none">• Measurement of Cost Behavior• Cost Management Systems• Activity-Based Costing	1,2 3	Discussion Midterm Exam
3	<ul style="list-style-type: none">• Relevant Information for Decision Making with a Focus on Pricing Decisions• Relevant Information for Decision Making with a Focus on Operational Decisions	1,2,3	Discussion Case Study
4	<ul style="list-style-type: none">• Introduction to Budgets• Preparing the Master Budget• Capital Budgeting	1,2,3,4	Discussion Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments (25%)

Learning Outcomes: 1, 2, 3, 4

Students will complete weekly assignments/assessment to practice and reinforce course content. These activities could include problem sets, case studies, or other homework activities.

3. Midterm Exam (30%)

Learning Outcomes: 1, 2, 3

Students will complete a midterm exam on course material in week 2 of the course. The exam will include answering both advanced calculation problems and integration of computation into practical application problems. Test content will focus on:

- Evaluating managerial accounting principles, concepts and techniques to be applied to problem solving and decision making processes. (LO 1)
- Critically analyzing case problems by applying the relevant principles, concepts and techniques of managerial accounting. (LO 2)
- Presenting the main types of assets/elements in the balance sheet, cash flow statement, and income statement. (LO 3)

4. Final Exam (30%)

Learning Outcomes: 1, 2, 3, 4

Students will complete a final exam on course material in week 4 of the course. The exam will include answering both advanced calculation problems and integration of computation into practical application problems. Test content will focus on:

- Evaluating managerial accounting principles, concepts and techniques to be applied to problem solving and decision making processes. (LO 1)
- Critically analyzing case problems by applying the relevant principles, concepts and techniques of managerial accounting. (LO 2)
- Presenting the main types of assets/elements in the balance sheet, cash flow statement, and income statement. (LO 3)
- Assess the effects of the four major methods of accounting for inventories. (LO 4)

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.



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Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments	25%	
Midterm Exam	30%	
Final Exam	30%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.5 BA 515 Managerial Finance

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 515 – Managerial Finance: The collapse of the sub-prime mortgage market, the financial crisis and the global economic crisis make it more important than ever for students and managers to understand the role that finance plays in a global economy, in their own companies, and in their own lives. The course combines theory and practical implications. The synthesis and understanding of finance theory is essential for anyone developing and/or implementing effective financial strategies. The course begins by exploring fundamental concepts, including background on the economic and financial environment, financial statements, and the time value of money, bond valuation, risk analysis, and stock valuation. With that background the course moves to specific techniques and decision rules that can be used to help maximize the value of the organization.

Required Textbook Resource

Brigham, E. and Ehrhardt, M. (2017). *Financial management: Theory & practice* (15th ed.). Boston MA: Cengage.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
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Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Appraise the decision-making processes that affect financial markets and market efficiency.
- 2) Evaluate plans for investment, financial analysis, and financial planning and control.
- 3) Reflect upon topics such as cash management, inventory control, lease financing, and mergers and acquisitions.
- 4) Assess how and why corporations make specific decisions in the areas of capital budgeting, raising capital.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.		X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X		X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X		X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.				X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the Instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation in class, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Present Financial Management• Assess the Financial Environment• Financial Statements, Cash Flow, and Taxes	1,2,3	Discussion Case Study
2	<ul style="list-style-type: none">• Analysis of Financial Statements	1,2,3	Discussion Midterm Exam
3	<ul style="list-style-type: none">• Time Value of Money• Bonds, Bond Valuation, and Interest Rates	1,2,3	Discussion Case Study
4	<ul style="list-style-type: none">• Risk and Return• Agency Conflicts and Corporate Governance• Special topics: e.g. portfolio theory, asset pricing models	1,2,3,4	Discussion Individual paper Final Exam

Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)



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2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Appraising the decision-making processes that affect financial markets and market efficiency. (LO 1)
- Evaluating plans for investment, financial analysis, and financial planning and control. (LO 2)
- Reflecting upon topics such as cash management, inventory control, lease financing, and mergers and acquisitions. (LO 3)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Assess how and why corporations make specific decisions in the areas of capital budgeting, raising capital, and propose the best Debt/Equity ratio suitable for an internationally recognized stock listed enterprise (i.e., NYSE, SME, etc).

Analyze and integrate concepts from the course for optimum benefits of debt over equity such as cash management, inventory control, lease financing, and mergers and acquisitions perspective should be deployed.

Critically evaluate how this trend can be integrated into the current operation of an organization. All selected organizations must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 515 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.6 BA 522 International Marketing

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 522 – International Marketing is designed to take a strategic approach to marketing by outlining the major dimensions of the global business environment. The course will focus on a set of conceptual and analytical tools that prepare students to successfully apply the four Ps to global marketing. The course will help the student formulate international strategies in planning market research and control with regards to legal, cultural and economic factors involved in crossing border. Ethics, corporate social responsibility and social responsiveness in the globalization era are also addressed.

Required Textbook Resource

Keegan, W. & Green, M. (2017). *Global Marketing* (9th ed.). Pearson.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.
- Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Present international marketing strategies using social cultural, political, legal, and regulatory considerations.
- 2) Critically evaluate strategies of international marketing research.
- 3) Synthesise key factors involved in crossing borders to include segmentation, targeting and positioning, importing, exporting and sourcing.
- 4) Reflect and present the global marketing mix.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X		X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.			X	
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X			X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the Instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation in class, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none"> The Global Marketing Environment: Political, Economic, Social/Cultural, Legal, Regulatory <ul style="list-style-type: none"> -Stages of market development -Trade Agreements -Diffusion Theory -Low & High Context Cultures -Legal Problems, IP, Licensing, Corruption The Global Marketing Mix – Summary Global Expansion Strategies for competitive advantage 	1,4	Discussion Case study
2	<ul style="list-style-type: none"> Global Information Systems Market Research Global Market Segmentation, Targeting and Positioning Strategic Options & Strategies 	2,3	Discussion Case Study Midterm Exam
3	<ul style="list-style-type: none"> Global Market Entry Strategies: Importing, Exporting, Licensing, Strategic Alliances The Global Marketing Mix: Product (brand, country of origin, standardization vs. adaptation); Price (concepts, policies, gray market) 	1,4	Discussion Case study
4	<ul style="list-style-type: none"> The Global Marketing Mix: Place (distribution strategies) Promotion (Global communication decisions) The future of international marketing 	1,4	Discussion Presentation Individual paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Presenting international marketing strategies using social cultural, political, legal, and regulatory considerations. (LO 1)
- Critically evaluating strategies of international marketing research. (LO 2)
- Synthesizing key factors involved in crossing borders to include segmentation, targeting and positioning, importing, exporting and sourcing. (LO 3)
- Reflecting and presenting the global marketing mix. (LO 4)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Taking a selected company (BtoC or BtoB), students will analyze the international marketing strategy the company uses when adjusting its products or services to the different international markets where it operates. The student must then identify one new country where the company might launch their product/service and critically analyze the opportunities and associated risks for market entry. All selected companies and proposed market expansion country must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 522 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.



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Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.7 BA 529 Multinational Business Management

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 529 – Multinational Business Management is designed to help students develop the essential skills needed to formulate and implement successful strategic moves in the new competitive and interlaced global environment. Students will come to understand that successful multinational managers view the world as an integrated market where competition and collaboration evolve from anyone and anywhere. This course considers how cultural differences affect strategies and operations and gives the student an appreciation of how social institutions such as the economic system, the polity, the education system, and religion play an important role in any multinational operation. This course emphasizes specific techniques utilized by a multinational firm; its strategy, marketing, finances, decision-making, organization, communication, planning and control.

Required Resources

Cullen, J.B. and Parboteeah, K.P. (2014). *Multinational Management: A Strategic Approach* (6th ed.). Boston MA: Cengage.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the Stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Synthesize the traditional approaches to strategy formulation and the impact on a multinational business.
- 2) Critically analyze the international activities directly related to business management and management processes.
- 3) Reflect upon the influence of economic, political, legal, cultural and educational environments on the conduct of international businesses.
- 4) Recommend the best strategy for international, transnational, and global companies entering a foreign market.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.		X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X		X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X			X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.



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The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none"> • Foundations of multinational management • Culture and multinational management • Institutional context of multinational management • Ethics and social responsibility 	1,2	Discussion Case Study
2	<ul style="list-style-type: none"> • Strategy content and formulation for multinational companies • Multinational companies operating environment • Generic and Grand strategies • Small business and international entrepreneurship 	1,2,3	Discussion Case Study Midterm Exam
3	<ul style="list-style-type: none"> • Management process in strategy including design choices for multinational companies • Organizational designs • International strategic alliances • E-Commerce strategies and structures 	1,2,3,4	Discussion Case Study
4	<ul style="list-style-type: none"> • Strategy implementation for multinational companies • International Human resource management • International negotiations and cross-cultural communication • Motivation, leadership and management behaviors 	1,2,3,4	Discussion Case Study Indiv. paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Synthesizing the traditional approaches to strategy formulation and the impact on a multinational business. (LO 1)
- Critically analysing the international activities directly related to business management and management processes.(LO 2)
- Reflecting upon the influence of economic, political, legal, cultural and educational environments on the conduct of international businesses. (LO 3)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Critically evaluate and recommend the most influential environmental factors for a specific organization (insert name of organization) in (insert country of choice). Use your evaluation of the business environment in your chosen organization to make recommendations to management as to the suitability for investment in (insert country of choice). All selected organizations must be approved by the course instructor.

A face-to-face or virtual (for online courses only) presentation is required. The duration of the presentation should be 10-15 minutes. The presentation should be supported by visual references (e.g. PowerPoint, video recording, etc.). The visual presentation in online courses should integrate the voice recorded presentation narrative.

The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 529 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:



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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.8 BA 537 Operations and Production Management

Under Review

Instructor Information

Name/Title
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 537 – Production and Operation Management provides an introduction to the basic methods and models of production management and operations research. The course addresses inventory control and demand forecasting. The course places emphasis on analytical techniques of POM and modern topics such as lean production involving just-in-time systems, computer-integrated manufacturing, etc.

Required Textbook Resource

Heizer, J. and Render, B. (2017). *Principles of Operations Management: Sustainability and Supply Chain Management* (10th ed.). Pearson.

Additional Reading and Supplemental Texts:

COURSE INSTRUCTOR SHOULD INCORPORATE 3-5 CURRENT EXTERNAL RESOURCES
LESS THAN 5 YEARS OLD

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Critically evaluate the overall strategy in a production and operations environment.
2. Assess the key elements in just-in-time manufacturing and its impact on quality assurance.
3. Critique key concepts related to capacity planning and facility location.
4. Using enterprise resources planning and material planning methods, determine the optimal schedule for a manufacturing or service operation.
5. Design a forecasting method appropriate to a production or service operation.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1. Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
2. Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X	X	X
3. Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X	X	X	X
4. Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.					
5. Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.	X				X
6. Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X	X	X	X	X



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7. Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.					
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The Mission of the Schiller International University

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The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction to operations -Discussion based activities? -Instructor Identified Assessments?		Discussion -TBA
2	Designing operations		Discussion



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	-Discussion based activities? -Instructor Identified Assessments?		-TBA
3	Management operations -Discussion based activities? -Instructor Identified Assessments?		Discussion -TBA
4	Management operations continued -Discussion based activities? -Instructor Identified Summative Assessment?		Discussion -TBA -Final summative assessment?

Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes:

What will the formative assessments be? These should be summarized here for students. These could be weekly tests, written assignments or perhaps a only a midterm exam. The syllabus should explain here how many points each assessment is worth.

Course Learning Outcomes aligned to each assessment should be included. These should correspond to what is in the course topics chart above.

For Example:

- Formulate a plan to be the real-life successful managers in any successful managers in any multinational or global organization. (LO 1)
- Critically analyse the key aspects of organizational behavior and how they affect operational; behavior. (LO 2)
- Evaluate how individual factors, organizational design and structure and leadership impact organizational behavior. (LO 3)

On Thursday of Week 4 (Friday for online courses), students will complete a final summative course assessment (see #3 below) that will assess all course learning outcomes.

3. Final Course Assessment (45%)

Learning Outcomes: 1, 2, 3, 4, 5

What will this be??? Summarize here for students

For example from previous version of the course:

The exam (if the assessment is an exam) will include short answer questions, long answer essays and a possible case study of the instructor's choice

OR

Analyze and evaluate a particular country or economy. Students are tasked with a research project to discover and explore the gaps in the literature by identifying the main causes of excessive deficits and the ways of avoiding them, using their selected countries of interest as a unique case study. All selected countries or economies (economic system) must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1200 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of



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information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 537 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Weekly Assessments/Exams	40%
Final Course Assessment	45%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.9 BA 542 Comprehensive Business Management Seminar

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 542 – Comprehensive Business Management Seminar focuses on how managerial thinking influences strategy formation and implementation. The importance of change and the needed for managerial dynamic thinking and the importance of organization learning are reviewed. The case study approach integrates the various disciplines associated with management such as accounting, finance, human resources utilization, and organization behavior. This is the capstone course is a comprehensive course that addresses issues ranging from corporate governance and social responsibility to competitive strategy, functional strategy and strategic alliances.

Required Resources

Wheelen, T., Hunger, J.D., Hoffman, A.N., & Bamford, C.E. (2017). *Strategic management and business policy: Globalization innovation and sustainability* (15th ed.). Upper Saddle River, NJ: Pearson.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the Stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Present a strategic audit using the case analysis model.
- 2) Reflect upon data using the external factor analysis, internal factor analysis, and the strategic factor analysis method.
- 3) Propose an organizational analysis and recommend strategic alternatives and implementation programs.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.			
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X		X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.			
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.	X		X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X		X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.			

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The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;



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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Strategic Management and business policy foundation• Corporate governance• Social responsibility and ethics• Strategic management model	1,2,3	Discussion Case Study
2	<ul style="list-style-type: none">• Multinational companies environment – international, national, industry and operating• Strategic orientations of global firms• Modes of entry/competitive strategies in foreign markets	1,2,3	Discussion Case study Midterm Exam
3	<ul style="list-style-type: none">• Strategy formulation – situational analysis and business strategy• Strategy formulation – corporate strategy• Strategy formulation – functional strategy and strategic choice	1,2,3	Discussion Case Study
4	<ul style="list-style-type: none">• Strategy implementation – organizing for action• Strategy implementation - staffing and directing• Evaluation and control	1,2,3	Discussion Case study Individual paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Presenting a strategic audit using the case analysis model. (LO 1)
- Reflecting upon data using the external factor analysis, internal factor analysis, and the strategic factor analysis method. (LO 2)
- Proposing an organizational analysis and recommend strategic alternatives and implementation programs. (LO 3)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3

"A strategic audit provides a checklist of questions by area or issue that enables a systematic analysis to be made of various corporate functions and activities". See Appendix 1.A (pages 32-39) at the end of chapter one in your textbook for a guide). A strategic audit is a detailed case analysis in outline form.

Perform some general research on Blue Nil, Inc. Case 10 in your textbook is on Netflix.com and provides an initial background on the company. You can also use Appendix 12.A on page 345-346 of the textbook to find academic quality resources to familiarize yourself with the company.

Please read page 341 in your textbook for an explanation of strategic audits. Figure 12.1 on page 342 in your textbook provides a Strategic Audit Worksheet. See Appendix 12.B in your textbook (pages 347 - 349) Suggested Case Analysis Methodology Using the Strategic Audit. Also see Appendix C in your textbook on pages 350-357 for an example of a student written strategic audit. You will not need to develop or submit the Exhibits used in the example, but they may be helpful in completing your audit.

Suggested format of your analysis (in addition to the following, please follow the format provided on pages 350 - 354 in your textbook:

- Prove an Introduction to Netflix.com.
- Address the following main topics (and include the appropriate subtopics presented on pages 350-354) for the strategic audit:
 - Current Situation
 - Strategic Managers
 - External Environment
 - Internal Environment
 - Analysis of Strategic Factors
 - Strategic Alternatives and Recommended Strategy



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- Implementation
- Evaluation and Control
- Provide a Conclusion paragraph that summarizes the main points in your paper.

The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 542 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C



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70 – 72%	C-
60 – 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.10 BA 544 Human Resource Management

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 544 – Human Resources Management focuses on HRM in a multinational setting in term of human resource activities, types of employees and countries of operation. The complexity of operating in different countries and employing different national categories of workers is a key variable that differentiates domestic and international HRM, rather than any major difference between HRM activities performed. The course familiarizes the student with the basic functions of HR including staffing, recruiting, training and development, compensation, employee relations and performance management with an emphasis on the international environment.

Required Textbook Resource

Denisi, A. & Griffin, R. (2017). *HR4e* (4th ed.). Cengage.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Critically analyze the present complexities and future challenges that impact the practice of human resource management.
- 2) Evaluate both internal and external conditions that impact the organization and be able to relate these conditions to the effective management of human resources.
- 3) Reflect upon the importance of effective employee relations, employee health and be able to relate these issues to actual situations encountered at the workplace.
- 4) Appraise and present the complexities involved with the processes of recruitment, retention, training and development and be able to relate these complexities to practical situations.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.				
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.		X		
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X			X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcome s Addressed	Activities
1	<ul style="list-style-type: none"> • Present international HRM • Differences between domestic and international HRM • Strategic IHRM • Organizational context and cross-border alliance incl. role of SMEs 	1,2,3	Discussion Practical exercises
2	<ul style="list-style-type: none"> • Staffing • Recruiting and selecting training and development • Compensation, and performance management • HRM functions from an international perspective 	1,2,3	Discussion Practical exercises
3	<ul style="list-style-type: none"> • Career and performance management • Career options • Repatriation and repatriation planning • Performance management and performance appraisals 	1,2,3,4	Discussion Practical exercises
4	<ul style="list-style-type: none"> • Trends in HRM • Complexity, future challenges and choices in IHRM • Critical analysis of theory and practice relating to operational and strategic HRM 	1,2,3,4	Discussions Case study Indiv. paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Critically analyzing the present complexities and future challenges that impact the practice of human resource management. (LO 1)
- Evaluating both internal and external conditions that impact the organization and be able to relate these conditions to the effective management of human resources. (LO 2)
- Reflecting upon the importance of effective employee relations, employee health and be able to relate these issues to actual situations encountered at the workplace. (LO 3)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Select a company and identify a problem related to the management of human resources (this can be your own company). Critically evaluate and analyze a human resources topic covered in the course related to the identified problem. Recommend a course of action. All selected companies must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 544 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.



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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.11 BA 560 International Business Law

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 560 – International Business Law emphasizes private and public law. The private law applicable to international business transactions includes the law of international sales, trade finance and letters of credit, licensing and distribution agreements, agreements with foreign sales representatives and other governing law. Public international law includes conventions, treaties and agreements among nations that make up the legal framework within which international business take place. Public international law provides the basis for government regulation of international business. It affects the environment within which a firm develops its international business strategies, and establishes the organization's responsibility to national laws and administrative regulations. Legal concerns including ethics and social responsibility will be addressed throughout the course.

Required Resource

Schaffer, R., Agusti, F., & Dhooge, L. (2015). *International business law and its environment* (9th ed.). Stamford, CT: Cengage.

Additional Reading and Supplemental Texts:

- Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.
- Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.
- Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the Stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Synthesise and conclude the legal aspects of transnational business in developed and developing countries.
- 2) Appraise the legal restrictions on transnational business by comparing and contrasting the differences in national laws and legal systems.
- 3) Critically evaluate different types of risks as they apply to transnational business.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.	X		
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.		X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.			
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.			

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;



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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Legal environment of international business• World's legal systems• Extraterritoriality and sovereign immunity• International commercial disputes	1,2	Discussion Case Study
2	<ul style="list-style-type: none">• International sales, credits, and the commercial transaction• Formation and performance of contracts and documentary sale and terms of trade• Legal issues in international transportation• Bank collections, trade finance and letters of credit	1,2,3	Discussion Midterm Exam
3	<ul style="list-style-type: none">• US trade law• International trade law• WTO• Regional economic organizations• Legal aspects of risks	1,2,3	Discussion Case Study
4	<ul style="list-style-type: none">• Regulations regarding marketing, anti-corruption, intellectual property• Legal environment of foreign direct investment• Labor and employment discrimination law• Environmental law	1,2,3	Discussion Individual paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Synthesizing and concluding the legal aspects of transnational business in developed and developing countries. (LO 1)
- Appraising the legal restrictions on transnational business by comparing and contrasting the differences in national laws and legal systems. (LO 2)
- Critically evaluating different types of risks as they apply to transnational business. (LO 3)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3

Critically analyze the legal situation of a company chosen from an approved list, and write a legal consultancy report, according to the requirements stated in each case in relation to the questions asked in each situation. All selected topics and companies must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *BA 560 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
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Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exam	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.12 BA 589 Methods of Research and Analysis

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 589 – Methods of Research and Analysis: Business research is a systemic inquiry that provides information to guide managerial decisions. It is a process of planning, acquiring, analyzing, and disseminating relevant data, information and insights to decision makers. This course is designed to give students experience in applying a wide range of methodological and fieldwork activities involved in an actual piece of research. The main stages in historical, social science and business research are explored.

Required Resources

Cooper, D. and Schindler, P. (2014). *Business research methods* (12th ed.). New York NY: McGraw-Hill.

Additional Reading and Supplemental Texts:

Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.

Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.

Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.

Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.

Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).

Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.

Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the Stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.

Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.

Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.

Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.

Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Present the various research techniques as they apply to business and a business project.
- 2) Contrast the methods of research design, data collection and fieldwork in preparing a research project.
- 3) Validate the key concepts of research methodology by constructing a viable research project.
- 4) Propose appropriate research techniques/data collection methods.
- 5) Critically evaluate different theories and their value to the research project.
- 6) Recommend solutions to research problems.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.						
2) Students will critically evaluate contemporary issues and / or insights in business and management.						
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.						
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X	X	X	X	X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision making processes, both orally and in writing, to specialist and non-specialist audiences.	X			X		X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.	X					X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.	X	X	X	X	X	X

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The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;



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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Concepts in research• Ethics in business research• Research process• Research questions	1,4	Discussion Case Study
2	<ul style="list-style-type: none">• Research design and qualitative research• Observation studies• Surveys• Experiments	1,2,3,4	Discussion Exercise Midterm Exam
3	<ul style="list-style-type: none">• Measurement techniques• Scales• Questionnaires and instruments• Sampling techniques	1,2	Discussion Exercise
4	<ul style="list-style-type: none">• Data preparation• Hypothesis testing• Presenting insights and findings• Techniques for oral presentations	1,2,3,4,5,6	Discussion Exercise Case study Individual paper Final Exam



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Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5, 6

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5, 6

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Present the various research techniques as they apply to business and a business project. (LO 1)
- Contrast the methods of research design, data collection and fieldwork in preparing a research project. (LO 2)
- Validate the key concepts of research methodology by constructing a viable research project. (LO 3)
- Propose appropriate research techniques/data collection methods. (LO 4)

*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1st day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4, 5, 6

This class requires every student to prepare a research proposal related to a business dilemma or management question. This project has two parts:

- Part One: The Literature Review
- Part Two: Management Question/Research Question

In total you should have a 10 - 14 pages (or maximum 3500 words) paper that:

- Identifies a research question
- Includes a literature review from at least five (5) sound primary resources
- Identifies the data collection method
- Identifies the sample population for the study
- Identifies and justifies the type of study you plan to perform

All papers need to be in APA format, which includes a cover page and references as a separate document not included in the 10 – 14 (or maximum 3500 words) pages requirement.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

Please make sure the content of your paper is written in your own words to avoid plagiarism, include APA citations when quoting or paraphrasing information from outside resources, and include each reference on an APA formatted reference page. Papers have to be uploaded and run through SafeAssign on Blackboard.



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For assignment details, please refer to the *Final Project: Research and Analysis Project* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F



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Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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3.13 BA 513 Financial and Managerial Accounting

Instructor Information

Name/Title:
Phone:
Email:
Office Hours: *online by appointment*

Course Description

BA 513 – Managerial and Financial Accounting is designed for the MIM and MBA student who has little or no previous background in accounting. The course consists of two parts: financial accounting and managerial (management) accounting, to include cost accounting and budgeting. Financial accounting provides information for external users, primarily investors and creditors, and accounting provides information for internal management. This course introduces students to various accounting themes and evolving concerns. This dual emphasis, finance and accounting, allows students to become grounded in accounting fundamentals. The course addresses important issues such as accounting integrity, fraud, corporate governance, and business ethics, as well as how to use financial statements to make important financial decisions.

Required Textbook Resource

Williams, J. (2020). *Financial and Managerial Accounting: The Basis for Business Decisions* (19th ed.). McGraw-Hill. VBD: 9781260706178

Additional Reading and Supplemental Texts:

- El Kandoussi, A., & Elbakkali, H. (2018). Security based partner selection in inter-organizational workflow systems. *International Journal of Communication Networks and Information Security*, 10(3), 462.
- Fuller, J., Jacobides, M. G., & Reeves, M. (2019). The myths and realities of business ecosystems. *MIT Sloan Management Review*, 60(3), 1-9.
- Hoffmann, L. (2019). Q&A: Guiding computers, robots to see and think. *Association for Computing Machinery. Communications of the ACM*, 62(3), 120.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.
- Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0_1-23.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.
- Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.
- Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Analyze GAAPs and how they apply to accounting practice, including managerial and financial reporting.
- 2) Assess the complete bookkeeping process and appropriately use the various internal accounting records for a single proprietorship and for a corporation.
- 3) Reflect upon various cost-allocation methods to different types of assets and accounting for disposal.
- 4) Create a financial statement
- 5) Compute inventory and COGS under various cost flow assumptions and under different valuation systems, and critically evaluate the impact of each on the bottom lines.

Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
2) Students will critically evaluate contemporary issues and / or insights in business and management.	X	X	X		X
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.					
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.					
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.					
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision making, and change management as well as the capacity to critically self-assess the application of these skills.		X		X	
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.					

The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

The objectives of the University are to:

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;



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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none">• Accounting information for decision making• Assets• Statements• Costs	1,2,3	Discussion Exercises
2	<ul style="list-style-type: none">• Measurement of Cost Behavior• Cost Management Systems• Activity-Based Costing	1,2 3	Discussion Exercises Midterm Exam
3	<ul style="list-style-type: none">• Managerial Accounting, the Business Organization, and responsibility accounting• Transfer pricing• Operational budgeting• Standard cost system and rewarding business performance	1,2,3,4	Discussion Exercises
4	<ul style="list-style-type: none">• Introduction to Budgets• Preparing the Master Budget• Capital Budgeting	1,2,3,4,5	Discussion Exercises Final Exam

Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5



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Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments (25%)

Learning Outcomes: 1, 2, 3, 4, 5

Students will complete weekly assignments/assessment to practice and reinforce course content. These activities could include problem sets, case studies, or other homework activities.

3. Midterm Exam (30%)

Learning Outcomes: 1, 2, 3

Students will complete a midterm exam on course material in week 2 of the course. The exam will include answering both advanced calculation problems and integration of computation into practical application problems. Test content will focus on:

- Analyzing GAAPs and how they apply to accounting practice, including managerial and financial reporting. (LO 1)
- Assessing the complete bookkeeping process and appropriately use the various internal accounting records for a single proprietorship and for a corporation. (LO 2)
- Reflecting upon various cost-allocation methods to different types of assets and accounting for disposal. (LO 3)

4. Final Exam (30%)

Learning Outcomes: 1, 2, 3, 4, 5

Students will complete a final exam on course material in week 4 of the course. The exam will include answering both advanced calculation problems and integration of computation into practical application problems. Test content will focus on:

- Analyze GAAPs and how they apply to accounting practice, including managerial and financial reporting. (LO 1)
- Assess the complete bookkeeping process and appropriately use the various internal accounting records for a single proprietorship and for a corporation. (LO 2)
- Reflect upon various cost-allocation methods to different types of assets and accounting for disposal. (LO 3)
- Create a financial statement. (LO 4)
- Compute inventory and COGS under various cost flow assumptions and under different valuation systems, and critically evaluate the impact of each on the bottom lines. (LO 5)

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments	25%	
Midterm Exam	30%	
Final Exam	30%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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4. Examination System

Every module/course has a number of assessments spread across the month of the course. All courses have two examinations – one usually given at the end of the Thursday of the second week and the other one is given on the Thursday of the fourth week. Additionally courses usually have a paper and/or a presentation which has to be held and handed in sometime during the duration of the module. The required assessments are clearly stated on each class syllabus which is handed in the first class to each student as well as being posted on Blackboard. The exams are mix of short and long answer questions and where appropriate cases. The student receives the result of his or her first exam the week following the exam, the paper and second exam is posted no later than 72 hours after the end of the module.

Students have the right to appeal their final grade in a course if they believe their grades reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The posted grade shall remain in effect until the appeal procedure is completed. A final grade appeal request from a student will be considered only within 30 days following the conclusion of the course.

The following procedure is used to handle the appeal.

- Step 1. The student appeals the final grade directly to his/her instructor within five (5) days after the grade is posted. If the student is not satisfied with the decision, he/she has to proceed immediately to Step 2.
- Step 2. The student contacts the Registrar/Head of Study or Academic Dean to appeal his/her final grade for on campus classes and the Provost or Dean of Curriculum & Design/Distance Learning for online classes by completing a Grade Appeal Form. The Registrar/Head of Study or Academic Dean or Provost/Dean of Curriculum Design /Distance Learning will render a decision within five (5) days. If the student is not satisfied with this decision, he/she proceeds immediately to Step 3
- Step 3. The student contacts the Provost for further review of the appeal request. The Provost will notify the student of a decision within five (5) days. If the student is not satisfied with this decision, he/she can request a review of the appeal by an Academic Appeal Committee. The Provost will determine if the facts of the case warrant review by committee.
- Step 4. If the Provost determines that a review by an Academic Appeal Committee is indicated, a committee shall be assembled to determine a final resolution. This Committee shall consist of two (2) or more faculty members. The Committee will render a final decision and advise the student of the outcome within five (5) days.

The decision of the Committee is final unless the appeal refers to a University of Roehampton (UoR) mark. In this case, the students will have the right to go through the UoR appeal system. This procedure is to be completed within 20 calendar days. If a grade change is approved, the University will ensure the change is recorded in the student's official academic record.

US GRADING SYSTEM

Undergraduate/Graduate Grading Scale

Letter Grade	Percentage Grade	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	87-89	3.25
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.25
C	73-76	2.00
C-	70-72	1.75
D	60-69	1.00



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F	59 or below	0.00
CR		Credit received
I		Incomplete
IP		In Progress
NC		No Credit
R		Repeat
TR		Transferred
W		Withdrawal
X or AU		Audit



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5. Appendices



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Appendix 5.1: Sample DISSERTATION TOPIC OUTLINE

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Student Surname:

Student First Name:

Student ID Number:

Email address

Programme:

Academic Year:

Proposed dissertation title (be as specific
as possible):

If your work has a geographical focus,
please state here:

If your work focuses on a specific
organisation, please give the name:

Do you think you will need to obtain
ethical approval before you can start this
dissertation? (e.g. work set in NHS,
research of vulnerable groups)

Yes
No
Don't know

Please describe below the main focus/objectives of your dissertation:

Signature (supervisor)

Signature (student)

Once you have discussed this with your chosen supervisor and he/she is happy to supervise you please submit this form to the Head of Studies of your campus, via email or in hard copy.

Appendix 5.2: THESIS GUIDELINES

1. Rationale - BACHELOR RESEARCH PROJECT (THESIS) AND GRADUATE THESIS

The thesis provides students with the opportunity to apply the understanding, knowledge, analytical and conceptual tools and personal skills gained from the taught courses to an in-depth study of a specific strategic problem or situation. It consolidates the learning, knowledge and skills that have already taken place as well as developing the capability of the student to undertake and complete an academic thesis. It can thus be seen as the culmination of the entire programme.

2. Thesis

2.1. Undergraduate (UG) & Postgraduate (PG)

- Undergraduate students start this process in the 3rd year of their program with the Capstone Course CA 497. Graduate students start with the class Methods of Research and Analysis BA 589 which is offered within the first six months of the student's program.
- Content: The research proposal is expected to address a research problem of practical and/or academic interest, normally in an organization to which the student has access through a part-time job, family links, etc. The thesis has to be an empirical research in a real organization or non-governmental organization.
- This must be addressed by critically examining existing material and carrying out a relevant literature review which informs the research hypotheses of the primary research. The primary research methodology may involve surveys, face-to-face, in-depth interviews, semi-structured interviews, focus groups or any combination.
- The report length is 10,000 words for UG and 12,000 – 14,000 maximum for PG students.
- Thesis Supervision: Each student will be allocated a thesis supervisor or tutor following the submission of a draft research proposal to assist with the initial discussion of the feasibility of the proposed study.
- Thesis Supervisors will have the appropriate expertise in the subject as well as a good knowledge of the topic of the thesis and of the research methods proposed.
- The main form of tutor support will be 6 hours minimum of face-to-face individual supervision supplemented by an appropriate amount of e-mail support. The student will be provided with the opportunity for guidance at all key stages of the Thesis. A supervisory meeting record must be filled in to keep track of the meetings and of what decisions are agreed.
- A dedicated Blackboard site will be created to provide further support. This will also provide a forum for mutual help and support among the students themselves.
- Each student will be provided with a "Thesis Graduate Handbook" which is updated annually.
- Thesis supervisor will not be permitted to supervise more than five theses at the same time.
- There has to be one tutor per student, but it is also possible to have an internal tutor (responsible for the academic development of the thesis) and an external tutor, an executive or manager of the company that the thesis is based on.
- Time limit: UG and PG students will have to finish their thesis before finishing their last SIU course.
- A 6 months extension can be granted exceptionally if there are justified circumstances. There is an official SIU policy the administration would follow.
- Thesis defense or Viva: this will take place during the two weeks following the hand-in. The student will be asked to provide an overview of the thesis and to answer questions



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on any aspect of it, for example, sources of material for the literature review, choice of methodology, managerial implications from the results, what he/she might do 'next time'. Three members of the staff will participate in the viva. The tutor must be one of them.

- The thesis both undergraduate and graduate are only marked pass/fail.

2.2. SIU Thesis and University of Roehampton (UoR) Thesis

Students can use the same work for both, but there must be a difference between the two. As the SIU Thesis allows for more length, it is expected that the SIU Thesis will have additional material not included in the UoR Thesis.

a) Statement of Commitment

All students and tutors have to sign the Statement of Commitment after the Thesis proposal has been approved by the thesis supervisor.

b) Thesis submission

Once the thesis and oral viva is complete, all documents specified in the Thesis Manual have to be uploaded onto the Blackboard either undergraduate or postgraduate course shell. Additionally, the thesis in paper plus the marking sheet for both the thesis and the viva must be sent in a hard copy to the University of Roehampton and one hard copy would be kept in the Library Archive at the Schiller International University.



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Appendix 5.2a: Sample DISSERTATION STATEMENT OF COMMITMENT

DISSERTATION STATEMENT OF COMMITMENT

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Prof. _____ (Heidelberg)²
Dissertation Advisor/Tutor,

C E R T I F I E S

That Mr./Ms. _____
student from Schiller International University, has committed to develop the project
titled

as the Dissertation of the _____³ studies that
the student is at present undertaking.

The above mentioned tutor confirms that the theme of the project has been previously examined and
that it has been preliminary classified as SUITABLE for the purpose and scope of the subject.

In the same way the student commits to the development of the project in accordance with the
objectives and quality standards required within the subject.

Correspondingly the tutor commits to orientate, help and support the student with the development
of the business project in accordance with the terms and regulations established by Schiller
International University and the University of Roehampton.

Signed: Prof.

The Advisor/Tutor

Signed: Mr./Ms.:

The student

² Campus Location

³ Name of the program in which the student is enrolled



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Appendix 5.3: Sample DROP ADD FORM

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

DROP ADD FORM

First Name: _____ Family Name: _____

Degree/Major: _____ Graduation Date: _____ Date: _____

I am registered for the following courses:

Course Number	Credits	Course Number	Credits
1.		4.	
2.		5.	
3.		6.	

I would like to **DROP** the following course(s)

Course Number	Instructor	Credits
1.		
2.		
3.		

I would like to **ADD** the following course(s):

Course Number	Instructor	Credits
1.		
2.		
3.		

After the above changes my TOTAL NUMBER OF CREDITS is:

--

I understand that I will receive an F (failed =no credit) if after the end of the drop add period it is found out that I do not have the pre-requisite(s) for a course I added.

Student's Signature: _____

Advisor's Signature: _____

For Office Use Only:

1. _____ Tally Sheet

4. _____ Class List

2. _____ Computer

5. _____ Instructor informed

3. _____ Registration Form

Date: _____



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Appendix 5.4: Sample COURSE WITHDRAWAL FORM

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

COURSE WITHDRAWAL FORM

First Name: _____ Family Name: _____
Degree/Major: _____ Date: _____

I understand that I will receive a "W" (= withdrawal) for a course I drop BEFORE and an "F" (= failed) for a course I drop AFTER the midterm week, unless I have a passing grade with the missing assignments having 0 points.

Student's signature: _____

Course Number	Course Title	Instructor

Advisor's signature: _____



Dear _____

_____ Please put a "W" (=withdrawal) down on your grade sheet.

_____ The student submitted this form after the midterm exam. Please complete:

In _____ the student's grade is _____.
(Course number / title) (Grade)

Instructor's signature: _____ Date: _____

Please return this form to the registrar.

For Office Use Only:

_____ Registration Form
_____ Class List:

Instructor _____
Date: _____



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Appendix 5.5: Sample REPORT OF INCOMPLETE GRADE

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Report of Incomplete Grade

Campus: Heidelberg

This form is to be completed by the instructor issuing the “I” grade, signed by all parties, and filed in the department with a copy to the student.

Student's name _____ SID# _____
Year & Semester Enrolled _____
Course Number and Title _____ Credit hours _____

The student must complete and submit the following work by _____ (date).

The following work must be completed either by the above date or within 30 days for the “I” to be removed and replaced by the appropriate grade. Specific information for any exams to be taken and for grading should be attached to the department copy of this form. The 30-day period starts on the last day of final exams of the term when the student was enrolled in the course. If the “Incomplete” grade is not replaced within 30 days, it changes to a “F.”

Describe what portion of the course remains to be completed and how the final grade will be determined after the required work has been completed and graded.

Date _____ Student's signature _____
Date _____ Instructor's signature _____
Date _____ Approved by Academic Dean or Head Studies or Campus Director _____

4/13/2015—Form approved by the Office of the Provost



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Appendix 5.6: Sample THESIS EXTENSION FORM

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

APPLICATION FOR AN EXTENSION TO MAXIMUM PERIOD OF REGISTRATION FOR THE THESIS

If you wish to extend your maximum period of registration you should complete this form. Provided that you are within your registration period, and you have the approval of your adviser, you may be allowed to extend your maximum period of registration for a six-month period your current registration expiry date. Extensions must be applied for in advance. **All periods of extension must be paid for at the relevant part-time or full-time rate. (Consult the Office of the Registrar for applicable fees.)**

Please type this form or complete it in black ink and in block capitals and, when the necessary signatures have been obtained, return it to your Academic Adviser, the Academic Dean, or the campus Registrar.

SECTION 1: REGISTRATION DETAILS

Program:

- ☐ MAIRD
☐ MBAIT
☐ BS IB

- ☐ MIB
☐ MIM
☐ BA IE

- ☐ MBA
☐ BA IRD

Date of initial registration:

Mode of Study:

- ☐ Part-time ☐ Full-time

Student ID#: _____ SIU: _____ UoR: _____ Name: _____

Title of research:

SECTION 2: EXTENSION REQUEST

Current registration expiry date:

I wish to extend my registration to the following date (THIS DATE MAY NOT EXCEED SIX MONTHS FROM THE CURRENT REGISTRATION EXPIRY DATE)

Extended registration expiry date:



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SECTION 3: OUTLINE OF PROGRESS AND PROVISIONAL TIMETABLE FOR COMPLETION

Please give an outline of your progress so far and your intended timetable for completion. You must justify why the additional time is required and how you will make best use of this time.

Continue on a separate sheet if necessary

Signature:

Date:

SECTION 4: SIGNATURES

I recommend that the candidate's registration be extended for the period requested and believe that the candidate has outlined a workable timetable for completion

Director/Chair of Studies (Advisor)	Signed:	Date:	Program:

For completion by the Program Administrator/Academic Dean or Campus Director:

Academic
Director:

Dean/Campus

Date:

Signature:



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Appendix 5.7: Sample PETITION FOR GRADUATION

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM



Petition for Graduation

Completion and submission of this form is required to process your degree and transcripts upon completion of your program. Please complete and secure the appropriate signatures, Thank you

Graduate Clearance Form should be turned in prior to or no later than the last week of your last class

Expected Graduation Date (not Graduation Ceremony):	
Program of Study:	
First Name:	Last Name:
Current Mailing Address (street/city/state)	
Email:	Schiller Email:
Cell phone:	Home phone:
International Student:	International Student: Will you apply for OPT:
International student: I have (student/graduate) met with the Registrar regarding OPT application:	
Alternate Contact (Required) Family member that can receive an important message or document for you.	
Name:	Relationship:
Cell phone:	Email:
Mailing Address:	
Student/Graduate Signature (Type if emailing)	
Do you plan to participate in the Graduation Ceremony:	Campus: Heidelberg
SIU Administration Selection: (Required Signatures)	
Financial Aid Officer:	Date:
Business Manager:	Date:
Registrar:	Date:
Registrar: The student above will complete all required class by this date:	
(The following must be completed prior to receiving the CS signature)	
Resume Submitted: Yes/No	Resume Approved by CS Department:
Career/Student Services:	Date:
Notes:	
Graduate folder paperwork submitted (Exit, Survey, Placement form)	
APPROVED to Process:	If No HOLDING For: